

RAINBOW RESOURCES

Compasito Companion on
Sexuality and Gender



IFM•SEI

Rainbow Resources

Compasito Companion on Sexuality and Gender

2014 edition - fully revised and updated



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Contents

| | |
|---|-----------|
| Introduction..... | 4 |
| Support for Educators..... | 6 |
| Sexual Rights are Human Rights..... | 6 |
| Child Development..... | 8 |
| Guide to Nonformal Education..... | 11 |
| Identity and Being..... | 14 |
| Families and Relationships..... | 17 |
| Discrimination and Bullying | 19 |
| Tips for facilitators..... | 21 |
| Story of Childhood..... | 26 |
| Energizers | 28 |
| Better Together | 28 |
| Gay and Lesbian Bingo | 29 |
| In and Out | 30 |
| Romeo, Tarzan and Knights | 31 |
| Musical Chairs..... | 32 |
| Three Little Trusting Games..... | 33 |
| Activities - Identity and Being..... | 34 |
| A Genderless Story..... | 34 |
| Seeing Beyond Gender | 36 |
| Who's in the Box | 37 |
| Dressing up Cool | 38 |
| All Equal All Different | 39 |
| Animal Farm | 41 |
| Heroes..... | 43 |
| Gender Race..... | 44 |
| Stand in Line | 46 |
| Guess Who | 49 |
| Time Capsule | 53 |
| Activities - Families and Relationships..... | 54 |
| Love and Music | 54 |
| Family Under Construction..... | 55 |
| Couples'Collection | 57 |
| Relationship Memory Game | 58 |
| Rainbow Street | 63 |
| No Means No | 65 |
| Activities - Discrimination and Bullying | 67 |
| Rules of the Game | 67 |
| Piece of Cake | 68 |
| Guess the Job | 70 |
| Take a Step Forward..... | 72 |
| This Isn't Funny Anymore | 76 |
| What Can I Do?..... | 77 |
| Unfairground..... | 78 |
| Dani Girl..... | 80 |
| Glossary..... | 83 |
| Table of Activities..... | 87 |



Who we are

The International Falcon Movement – Socialist Educational International is an international educational movement working to empower children and young people to take an active role in changing society for the better and fight for their rights. We are an umbrella organisation for fifty child and youth-led movements all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship.

The UN Convention on the Rights of the Child is a key document for IFM-SEI. Through our member organisations and our international movement, we aim to ensure that children and young people are well informed about their rights and are empowered to ensure they are respected. To reach this goal, we organise a variety of activities including seminars, training courses, international camps and conferences. Our work is based on peer education: We believe that young people have as much to teach as they have to learn.

By children and young people, for children and young people

Children and young people are involved in all levels of decision-making in our movement, from their local groups to the world congress. It is our firm belief that children are competent to make decisions and have strong opinions on global issues as well as local matters directly affecting them. They only need the genuine empowerment so that their voices will be heard in society.

IFM-SEI has a long history of working with young people on gender and sexuality. IFM-SEI members have been working with children on issues of gender and sexuality for over forty years, from running local campaigns to creating non-heteronormative stories.

Since 2001, together with our partners the Kurt Lowenstein Education Centre and the Young European Socialists, we organise the annual 'Queer Easter' seminar. More than 120 young people from youth organisations and LGBT*IQ structures from all over Europe, the Middle East and Latin America meet at these seminars to discuss sexual diversity, heteronormativity and homophobia. Together they develop strategies for inclusion and the support of young LGBT*IQ people. In recent years, a special focus was placed on working on sexuality and gender issues with children to curb heteronormative and cisnormative attitudes before they have a chance to be fully developed. This publication compiles the work of IFM-SEI's Rainbow Network and the Queer Easter team of the last few years. We became increasingly concerned that there were very few resources for use with children on gender and sexuality. In our Human Rights Education with children we extensively use the Council of Europe Manual 'Compasito', but even in this otherwise very useful publication, methods on gender and sexuality are lacking. As a response to this gap, we decided to run workshops, seminars and camps for educators to develop the resources that you are now holding in your hands.

The first edition was published in 2011 thanks to a grant from the European Youth Foundation of the Council of Europe. The resource was disseminated widely among LGBT*IQ activists, youth workers and teachers, and in several seminars young people underwent training on how to use the manual. We received an incredible amount of positive feedback and very useful suggestions to improve activities and add new ones. We therefore decided to work on a new edition, taking into account the feedback from practitioners. Again the European Youth Foundation supported our work, and participants of the Queer Easter seminar 2014 helped us to develop new content for the second edition. We especially wanted to add more activities on trans* issues and on bullying, and focused on including activities that are easier to run with younger children. The work on the second edition was done in the framework of our wider inclusion strategy 'All Together 2.0', to make sure that gender and sexuality education is not isolated, but part of our struggle against all forms of exclusion and discrimination.

This publication is the culmination of many hours of research, work and fun with hundreds of children and educators around Europe for which we are grateful. We would have been unable to create this handbook without them.

Sexuality and gender rights education with children

Sexual rights are human rights, but they are often missing in Human Rights Education. We often hear from parents, teachers or group leaders that children are too young to discuss sexuality, or that talking about LGBT*IQ issues would influence their sexuality in some way, e.g. 'turn their children gay'. Gender and sexuality rights education does not tell children who to love or how to be, but instead helps them to understand that people have different gender and sexual identities and that no one is better or worse than any other. It gives children the space to explore what makes a good relationship, so that they can build healthy relationships in the future. It is also important that children can explore their own gender identity and realise that they do not have to fit into binary gender 'boxes'. We strongly believe that it is one of the ultimate goals of education to give an opportunity to do this in a safe environment, instead of creating barriers or even isolation.



How to use Rainbow Resources

The publication is divided into two parts:

The first focuses on supporting educators in their work. You will find some theory sections, providing you with information and 'food for thought' on the different topics tackled in the publication – supporting you to feel more confident in approaching these issues with children. We encourage you, particularly if you have not worked on this topic before, to work by yourself or with colleagues through this section before running the sessions in the second part. We have also included some theme specific warm-up activities.

The second part of the book comprises of methods to use with children on gender and sexuality rights. We have divided the methods into three categories:

Identity and Being

Families and Relationships

Bullying and Discrimination

You can use these activities during weekly group nights, on camps or on seminars, as an experienced group leader, a peer educator or someone who is running a workshop for the first time. One thing you should bear in mind is that all the workshop plans are proposals. To

get the best results from Rainbow Resources we advise you to take our proposals and adapt them for your group and setting. Some groups are more experienced than others, some will need more time and some will get more into the activity, others not.

Sexual Rights are Human Rights


On paper almost every country in the world guarantees equal rights for all, which should include equal rights regardless of someone's sex, sexuality, or gender identity. International documents such as the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child clearly lay out principles of non-discrimination. However, these principles are often violated.

Sexual rights in themselves are not new; they have been recognised by international human rights documents and national laws for a number of years. Notably the 'Yogyakarta principles'¹ were developed by a group of international human rights experts in 2006. They outline a set of international principles relating to sexuality and gender identity, reminding states of their legal commitments. Crucially, the principles state that human rights apply to all people regardless of sexual orientation or gender identity and that the application of human rights should not take into account the individual's sexual and gender identity. However, the General Assembly of the United Nations never accepted the Yogyakarta principles.

Sexual rights include the right of every person to:²

- Access the highest attainable standard of sexual health, including access to sexual and reproductive health care services
- Seek, receive and impart information related to sexuality
- Sexuality education
- Respect for bodily integrity
- Choose their partner
- Decide to be sexually active or not
- Consensual sexual relations
- Consensual marriage
- Decide whether or not, and when, to have children
- Pursue a satisfying, safe and pleasurable sexual life





Sexual rights are closely related to the fulfilment of other human rights and their violation impacts greatly on individuals and families in all spheres of life. The Yogyakarta principles make explicit reference to the UN Convention on the Rights of the Child and emphasise that the best interest of the child must always be the primary concern:

The right to social security and to other social protection measures

Children growing up in families with same sex, trans* or non-binary parents should be entitled to the same social security measures as those growing up in other types of families. If the relationship between a child's parents is not legally recognised, (as is often the case with same sex couples), then only one parent may have legal guardianship, meaning that only that parent can make decisions about the child's, welfare (for example, only the legal parent can discuss their child's health with doctors).

The right to education

Everyone should have the possibility to learn and to be respected regardless of their sexuality or gender identity. This right is often violated by national laws preventing the 'promotion of homosexuality'. In a climate where teachers and pupils are unable to talk openly about sexuality, many students and teachers feel that they need to suppress their identity and whole generations miss out on crucial education.

The right to form a family

Everybody has the right to form a family regardless of their sexual orientation or gender identity. Despite this clearly stated right, in many countries same sex partnership or marriage is either not legal or affords the couple less rights than heterosexual couples. Additionally, very few countries in the world allow homosexual couples to adopt children, preventing them from forming families.

The right to freedom of thought, opinion and expression

Authorities often violate this right by banning pride events and suppressing LGBT*IQ organisations, or by not prosecuting attacks against LGBT*IQ organisations, individuals and allies.

Protection from medical abuses

Any medical or psychological treatment of sexual orientation and gender identity is defined as ill-treatment (except gender-reassignment requested by the individual), yet the practice continues in many countries. This can have a profound impact on individuals and their families. A new-born child must not receive medical treatment to physically alter their sex in order to fit exactly into the 'male' or 'female' box, a procedure often used on intersex children.

The majority of countries in the world have signed up to international human rights documents but in practice most fail to respect them. In many countries, including where IFM-SEI has member organisations, homosexuality is illegal. This culture of disrespecting certain rights needs to be overcome using the combined tools of policy and education. We need to break down taboos regarding sexuality and gender identities that diverge from the norm and to challenge discrimination and human rights violations. Only with education can we put into practice the ideals that we work for. In this pack we look not only at individual rights and how to protect them, but also at the action that groups can take to raise awareness and encourage better understanding in their communities.

1 * Yogyakarta Principles: The application of International Human Rights Law in relation to Sexual Orientation and Gender Identity, Yogyakarta, 26 March, 2007. www.yogyakartaprinciples.org

2 * World Health Organisation: www.who.int/reproductivehealth/topics/gender_rights/sexual_health/en/

Child Development

Every child is unique and every child develops differently. They have different talents, live in different social environments and have different learning styles. Many factors influence how children grow up, but there are also lots of regularities in their development. Knowing them will help you to adapt the activities in this manual to different age groups. When you run activities with children it is important to develop a feeling for their physical, cognitive and social abilities.

The following list, taken from 'Compasito: Manual on human rights education for children' produced by the Council of Europe, gives you a useful overview of the developmental stages of children between six and thirteen.

6 to 7 year olds

Physical development

- Enjoy outdoor activities with brief but energetic spurts of activity
- Prefer simple manual tasks, especially combined with developing a particular physical skill

Cognitive and emotional development

- Like to talk but have a short attention span and have difficulties listening to others
- Are very curious
- Learn best through physical experiences
- Have difficulty making decisions
- Can read and write, but these skills are still in the emergent stages
- Are highly imaginative and easily become involved in role games and fantasy play
- Like stories about friendship and superheroes
- Enjoy cartoon figures

Social development

- Are very competitive
- Sometimes find cooperation difficult

8 to 10 year olds

Physical development

- Seem to have endless physical energy

Cognitive and emotional development

- Like to learn new things, but not necessarily in-depth
- Become more aware of differences and inequalities among others
- Enjoy problem solving
- Enjoy question-answer games
- Can feel very frustrated if their work does not meet their expectations

Social development

- Enjoy more independence but still need support
- Like to talk and discuss things with peers
- Can be very critical of both self and others
- Are better able to cooperate
- Like to belong to a group
- Start to idolise real heroes, TV stars and sports figures instead of cartoon figures

11 to 13 year olds

Physical development

- Mature a lot physically, although these changes vary greatly among children and may cause self-consciousness and uncomfortable feelings

Cognitive and emotional development

- Mature greatly in their ability to think in a more abstract way
- Enjoy arguing and discussing
- Find some games predictable and boring; prefer complex activities that involve creating unique strategies and products
- Tend toward perfectionism in what they do
- Begin to perceive that a story or event can be seen from more than one perspective
- Show an increasing interest in social and current events

Social development

- Have a growing interest in the wider social and physical environment
- Enjoy testing the limits of self and others
- Can combine playfulness and seriousness at the same time
- Get more concerned about how they appear to others
- Like to learn from role models
- Start developing more advanced play in groups and teams
- Like to cooperate for common goals
- Are strongly influenced by attitudes and behaviour of peers

Children and sexuality

The topic of sexuality and children is broad, complex, and for many adults full of fear and uncertainty. It is broad because it covers a wide range of behaviours. It is complex because human sexuality is constantly developing. We do not want to introduce sex education in this manual, but point out that children are sexual beings from their birth onwards and learn about the existence of sexual and romantic relationships very early on. Knowledge of the various phases of children's sexual development helps facilitators to deal with children's sexuality in a non-prejudiced and appropriate way.

When children start going to school, they have experienced how their surroundings react to and deal with sexuality:

- Do parents or carers fall silent when it comes to washing children's sexual organs after all other parts of the body were given names?
- Do they feel embarrassed if they see their child touching or stroking its genitals? Or do they even criticise or punish, instead of suggesting to the child to do this in private?
- Will they quickly switch the TV channel, when two people kiss or undress? Will they turn red but not talk about it?

Many adults are concerned that talking openly about love and sex could endanger their children. In reality, the opposite is often the case. Children who know their own bodies tend to respond more confidently to sexual jokes and are more likely to defend themselves in case of sexual abuse. They are also more likely to ask adults for help, since they are less afraid to talk about sex-related issues.

In addition to their biological sex, children have a 'gender label'. This label is connected to the cultural norm that the gender of a person should be based on their sex organs. There are expectations and roles, which parents, caretakers and other people often connect with being-a-boy or being-a-girl. Children cannot usually distance themselves from these expectations, even if the traditional roles do not meet their needs. When children start going to school, they already know about different gender roles and expectations. Therefore it is important to speak openly about these roles and make sure that children are able to express their needs and be how they like to be.

Sexual development stages

Early childhood

The discovery of the body begins between the 6th and 8th month of life and is one of many 'normal' development phases.

3 and 6 years

Children become aware of anatomical differences, play 'doctors and nurses' and like showing each other their genitals.

7-8 years

Children are interested in sex and like telling smutty jokes, but play and explore less. They are aware of gender roles and develop a feeling whether they can talk about sex with adults.

9-10 years

Their interest increases and children may seek more detailed information on sexual functions and relationships.

11-13 years

In puberty, the body matures sexually and sexual organs become functional. Sexual experiences vary widely depending on the environment and background of the children.

Want to know more?

The list of children's developmental levels is taken from: Compasito: Manual on human rights education for children, 2nd Edition, p. 42

The list of the sexual development stages of children is taken from: Sexual Development in Primary Aged Children. South Devon Behaviour Support Team, Royal Devon and Exeter NHS Foundation Trust (http://www.devon.gov.uk/sexual_deg_for_websitebook.pdf)

For more information on the sexual development of children: "Everything You Never Wanted Your Kids to Know About Sex (But Were Afraid They'd Ask): The Secrets to Surviving Your Child's Sexual Development from Birth to the Teens", by Justin Richardson and Mark Schuster. Three Rivers Press, 2004

Guide to Nonformal Education

Rainbow Resources has been developed as a tool for nonformal education. Nonformal education is a planned learning process in which the learners take part intentionally and voluntarily. It is a participatory process, where the participants learn from their own experiences, are not judged or graded, but led through a process of self-reflection and consideration of how they want to use the results of their learning in their lives.

There is no strict division between nonformal and formal education. If you are a teacher, you can also use the activities of Rainbow Resources, even though you work in a formal setting. You just have to be aware that the children who participate in the activities must have the opportunity to express their opinions freely, that they are taken seriously, are not judged and that they are in the centre of the activity. They communicate, reflect and decide what to learn.

Your role as facilitator

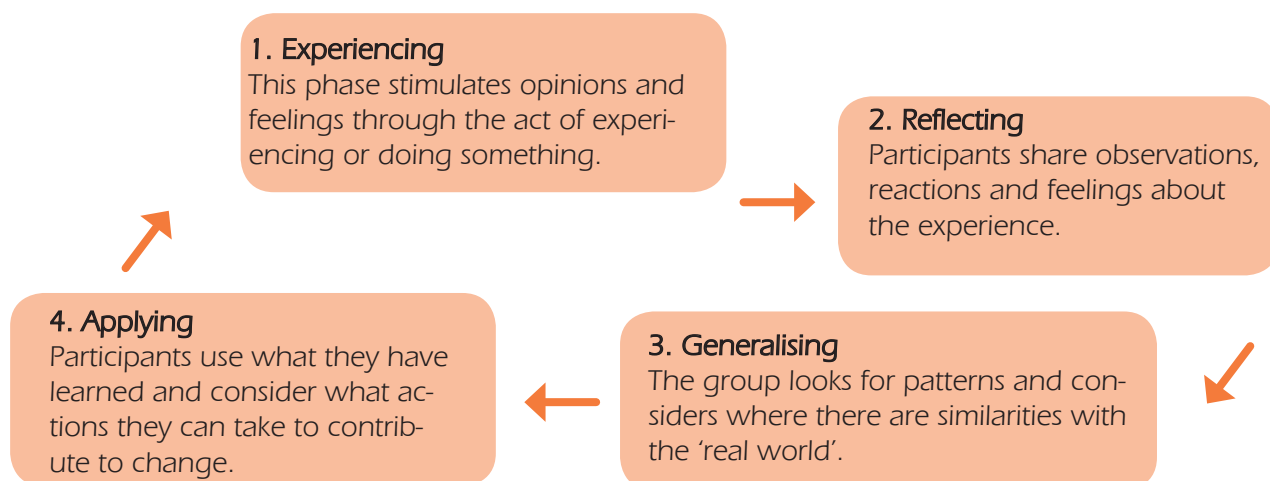
As a facilitator, you are responsible for setting the stage for the learning of your group. You prepare, present and coordinate the activities and create an environment where children can learn, experience and experiment. Different from the traditional 'teacher' role, you are not there to give information or 'teach' children about what is right or wrong. At first this might be challenging for you, and also for the participants. You have to give up your role as 'expert' and the children have to accept responsibility for their own learning. But don't worry, through learning by doing you can shift to a child-centred, experiential approach to learning.

Self-awareness

The art of facilitation requires not only a shift in focus, but also a high degree of self-awareness. Because children are powerfully influenced by the behaviour of adults in their lives, you as facilitator must take care to act according to the values you wish to convey. An activity on gender stereotyping, for example, will be useless if you usually display gender bias. For this reason, facilitators must recognise, acknowledge and consciously address their own privileges, prejudices and biases, even more so if they are directed against children in the group. Don't be afraid to critically reflect upon yourself. We all have our stereotypes and privileges, but we have to be aware of them in order to change our behaviours and eradicate them.

Experiential learning

Most activities in this publication are based on the approach of experiential learning or 'learning by doing'. While the different phases in the experiential learning cycle may not always be obvious, most activities are planned with this four-stage cycle in mind.



The logic behind this approach is that in each activity participants are consciously given the space to reflect and digest their learning, ensuring that what they have learned will be consolidated and that participants don't leave the activity confused or with negative feelings. The cycle leads the group logically to consider actions they can take; ensuring education contributes to wider social change.

Debriefing

The most important element of any educational activity is the debriefing. It's during this part of the activity that the participants are led carefully through the three phases of reflecting, generalising and applying. If debriefing is not well thought-through or is rushed, learning can be jeopardised and the activity is reduced to the level of a game, soon forgotten. Throughout this publication, we have developed suggested debriefing questions for you to use. Take some time to review the questions carefully before each activity and also develop your own. When asking questions, take enough time so that everyone understands and has the chance to say something (without forcing anyone to speak). It also helps to ask open questions that promote reflection and cannot be answered with 'yes' or 'no' to encourage deeper participation.

Learning Styles

Every person learns differently. It is important to remember this simple sentence when planning an educational activity. In order to ensure that all participants gain something from it, try to vary the type of learning you use. Also be aware of the different developmental stages of children (see page 8), in which they might prefer different ways of learning.

Consider the following learning styles:

- **Visual learning** is to explain things visually, using diagrams or pictures. Visual learners may be good with puzzles, maps and drawing.
- **Body kinaesthetic** learning uses physical activity to try something out in order to understand it. Kinaesthetic learners may be good at building things with their hands and enjoy sport or dance.
- **Inter-personal** learning means learning with others, particularly in discussions and whilst communicating with others.
- **Intra-personal** learning is when someone benefits from time and space alone to reflect on their learning or a problem. They can be quite philosophical and have a good understanding of themselves.
- **Linguistic learning** is done by reading texts and stories. Discussions are a good method for this kind of learning.
- **Mathematical-logical** learning can be done by problem-solving and understanding patterns.
- **Musical-rhythmical** learning uses songs or music to learn. Especially the patterns of rhythms.

It is important to note that people cannot easily be defined by one learning style. Everyone can learn in a variety of ways but how well they learn in each varies greatly. The best approach is to keep different learning styles in mind and to try to vary which are used in each activity. Remember: As a facilitator you also have a preferred learning style, so be conscious that you do not plan every activity according to your own preferences.

Adapting activities

Educational activities should be taken as proposals to be adapted to meet the needs of your group. Some groups are more experienced than others, some will need more time and some will get deeper into an activity, others not. To get the best results from Rainbow Resources we advise you to take our proposals and adapt them to your group and setting.



Identity and Being

What makes us who we are?

Every person is a unique mixture of characteristics, likes and dislikes, experiences and so on. Additionally people often belong to social groups with which they have a lot in common. We have many identities that are often overlapping and sometimes seem to conflict.

How are our identities formed? What makes us who we are? We are influenced by a multitude of things. Some parts of our identity are formed before birth: the colour of our skin for example. We are also assigned a biological sex, which in most cases influences how we are raised - e.g. following the gender roles and norms associated with a man or a woman. From early on, our identities are shaped by the education we receive, by the places we live and the socioeconomic status of our families. Our character traits, our passions, political beliefs and hobbies all add to the mix.

We can construct and change our own identity, but only to a certain limit, because our identities are also shaped by how other people see us. As educators, we should encourage children to express their identities through different ways, but also to reflect on how others see those identities. Ensuring children are aware of how their actions are seen by others is vital in giving them the skills to negotiate their way in the world. It is therefore important to understand the balance between 'felt' self and awareness of how others see us.

Gender is a very important part of our identity. It is shaped when we are around four years old and influences many things in life - what character traits we are expected to have, our friends, future plans and relationships. Most people still think that gender is just another word for one's biological sex, in many languages it is even the same word. But even though for many people gender and sex happen to align, they are different things and do not come together.

Gender, sex, sexuality - what is it all about?

We will now explain four different terms that are all interrelated, but are not the same: Gender identity, gender expression, biological sex and sexual orientation.

Biological sex: Refers to genetic, biological and hormonal characteristics (reproductive organs, hormones and chromosomes). The biological characteristics of the male biological sex include; a penis, testes, XY chromosome configuration and predominant testosterone production. Female biological sex characteristics include; a vagina, ovaries, XX chromosomes and predominant oestrogen production. One in a hundred people are born with varying degrees of male and female biological characteristics, they are intersex.

Gender identity: Gender is the set of emotional, behavioural and psychological characteristics that we usually associate with being male or female. Your gender identity is how you think and feel you fit into the categories of 'man' or 'woman'. You can fit completely into one of these two categories or to different degrees into both, or maybe you don't identify with any of these 'boxes' at all.

When people have the gender that aligns with their biological sex (gender: woman/sex: female or gender: man/sex: male), they are called 'cisgender'. When people's gender does not align with their biological sex, they are called 'transgender'. This is an umbrella term for lots of different identities - it could be for example a person whose biological sex is male and who identifies completely as a woman, or a person whose biological sex is female and who does not identify with any gender, or as a gender in-between man and woman.



Instead of seeing gender as binary we should start thinking about it as a spectrum.

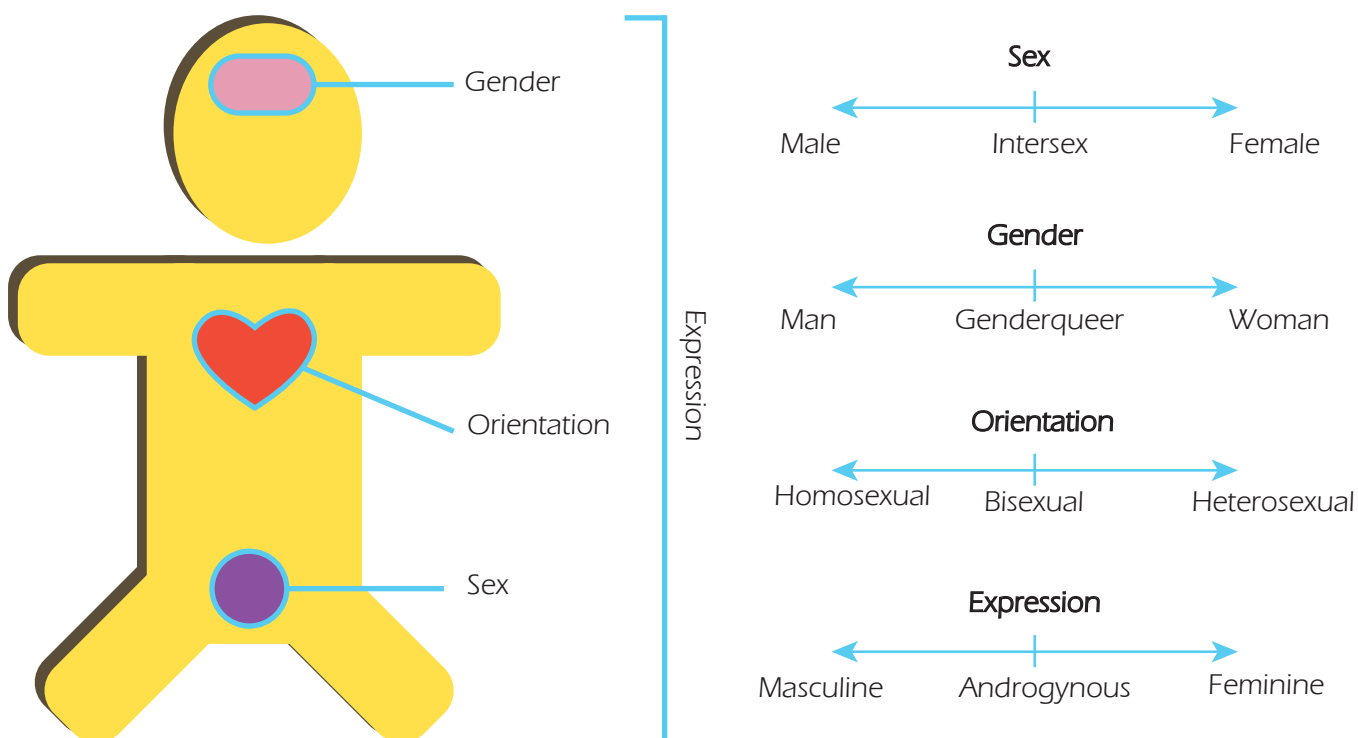
'Woman' and 'man' are socially constructed labels that bring with them lots of assumptions and expectations - how to dress, how to act, what to think, what to do in one's free time etc. Children should be encouraged to challenge these assumptions, but at the same time, we have to remember that when we challenge gender roles, we should make sure that children do not just end up fulfilling stereotypes of the opposite gender.

Gender expression: This is how you present your gender through what you wear, how you present yourself, talk, act etc. You can express in a typical 'feminine' or 'masculine' way. While for most people gender identity and gender expression go together and they don't think much about it, you can change your expression more easily and more often, i.e. how you dress.

Sexual orientation: Sexual orientation is about who you are attracted to – physically and/or emotionally. It explains to people of which gender someone is sexually or emotionally attracted to. A person who does not feel sexual attraction at all is asexual (but can still feel romantic attraction). Someone who is usually sexually attracted to people of the same gender is called 'homosexual' (or gay, lesbian) and someone who is usually attracted to people of the opposite gender is called 'heterosexual' or 'straight'. Someone who is attracted to male and female genders is called 'bisexual', while those who feel attracted to any gender are called 'pansexual'. As pansexual is a fairly new term people who identify as bisexual might also be pansexual and not have any gender preferences. In our society, people usually assume that someone is heterosexual. This assumption is called 'heteronormativity' and is something that we want to challenge as educators.

The 'Genderbread Person', first developed by the trans* activists Cristina González, Vanessa Prell, Jack Riva, and Jarrod Schwartz explains these terms in a visual way:

Genderbread Person



LGBT*IQ: Lesbian, Gay, Bisexual, Trans*, Intersex, Queer

This acronym helps build alliances in a society that routinely discriminates against LGBT*IQ people. The abbreviation sounds incredibly complicated and you don't have to remember all these terms and letters at once. At the end of the book you will find a list with definitions of these and more words that might be new to you. However, remember to accept what terms people prefer to describe themselves with. While in the long run we may not want to have any of these categories at all, at the moment they are an important tool for recognising people's differences and ensuring people feel confident in coming together to fight oppression. As educators we should recognise that these different labels often help people to come to terms with how they feel. What you should remember is not to impose or deny any labels on young people but help them to explore who they are.

What's the * in trans*?

When we use the word trans, we always write a little star (asterisk) after it. The asterisk stands for all the gender identities that are not binary, so not 100% man or 100% woman. The * makes the term inclusive for all non-binary gender identities (e.g. transvestite, transsexual, genderless, two-spirit, bigender etc.). Don't worry if you don't understand all these terms. Just remember that you should address everyone with respect for their identity.

Queer what?

Queer was a term that originally meant unknown or mysterious. In the early 1900s, in the USA, it was widely used by gay men as a way of describing their hidden love. It then became associated with the strange, odd and unusual and was adopted as a derogative term. In recent years some people have started to reclaim the word, both to create an identity which tries to move beyond the LGBT*I categories (for all people who identify as non-straight and people with a non-normative gender identity), and also as a theory which rejects identity altogether (source: pflag-canada.ca).

Queer Theory is a concept that developed out of postmodernism and neoliberalism in the 1990s to challenge labelling people. While liberating for many people who felt boxed into a category, saying 'we are all queer' can also undermine attempts for LGBT*IQ people to come together collectively to fight discrimination.

Want to know more?

If you want to get more easy-to-read info on gender identity and how it intersects with sexual orientation, we recommend these two books:

- "The Gender Book", by Mel Reiff Hill and Jay Mays, 2013
- "The Social Justice Advocate Handbook: A Guide to Gender", written and illustrated by Sam Killerman 2013 (downloadable for free at www.itspronouncedmetrosexual.com)

If you want to read more about Queer Theory and moving beyond it, we recommend M.H. Kirsch's "Queer Theory and Social Change" (2011).

To learn more about the creation of sexual and gender identity, read the work of F. Engels in "The Origin of the Family: Private Property and the State" (1884), M. Foucault's "The History of Sexuality" (1976-1984) and Judith Butler's Gender Trouble (1990)

Families and Relationships

In most cases the images and ideas about relationships and families presented in the media do not reflect reality. Heterosexual relationships and 'nuclear' families are portrayed as the norm, implying that it is not socially acceptable to live in any other way. We aim to challenge this narrow view and work against discrimination.

What is family?

The term 'family' evokes a very strong response in the minds of most. Media, politicians and society all talk a great deal about the importance of family but invariably they are referring to the stereotypical 'nuclear' family of two married, heterosexual parents and their biological children. But what makes a family?

Across the globe, children live in all kinds of families, for example:

- Multi-generational extended families
- Single-parent families
- Adoptive/foster families or children's homes
- Recomposed nuclear families with a stepparent and a natural parent and sometimes with both biological and step siblings
- Parents living together without being married
- Families with same-sex parents
- Families composed of children and their grandparents or other relatives
- Families with trans* or intersex parents
- Families composed entirely of siblings
- Families made up of unrelated people connected through a shared perspective on the world or common belief system

We need to ensure that society does not feel threatened by challenges to the traditional family structure but embraces the contribution, ideas and perspectives of children from all backgrounds.

Interestingly, the Universal Declaration of Human Rights does not define family, the variations are simply too many. The challenge when thinking about family is to change our perspective – to look not at the blood ties between people who make up a family but at the roles they fulfil in each other's lives.

What is the role of a family?

It is generally agreed that the role of the family is to provide each other with the following:

- Basic care (e.g. food, warmth, shelter, hygiene, appropriate clothing and medical care)
- Emotional warmth, support and love
- Stimulation and support: stimulating learning and intellectual development through engaging with each other
- Stability and encouragement to develop personality, ideas, skills, self-confidence

Exactly who fulfils each of these specific roles in a family varies widely and it is important to try to challenge our own stereotypes when working with children on family issues. Our goal is to ensure children under-



stand and accept that families may change over time and every family is different. It is especially important that we do not over-compensate for negative stereotypes about non-nuclear families by implying that they are perfect. There is no ideal family set-up; all families have ups and downs and some are healthier and more nurturing than others, their composition is irrelevant.

Democratic families

Whatever their composition, the promotion of democratic families is of paramount importance to IFM-SEI. Since our upbringing has such a profound impact on us, the personal is indeed political. The empowerment of children within their family structures to ensure that parents trust each other, that children's voices are heard and their rights are respected, is the root of our political perspective on families. Therefore empowerment of children must go hand-in-hand with the education of families. As an extension of this philosophy, IFM-SEI looks to the wider community to support children to engage in their lives. The wider community can be made up of family, friends and schools but crucially includes organisations and nonformal education groups as a key place to develop ideas and self-confidence.

Relationships and love

When looking at the media love between a powerful active man and a beautiful passive woman seems to be the only possible type of relationship. Loving relationships between two women or two men, or an older woman and a younger man, between people of different ethnic origins or religions are rarely seen and are much less accepted. As educators we need to emphasise that relationships between all kinds of people can be loving and caring ones and that no one should feel 'left out' because they live in different relationship contexts.

At the same time it is also important to emphasise that all relationships – between lovers and between friends or family, between women, men, or women and men, require care, time and effort in order to function. Healthy relationships are based on respect and trust. In healthy relationships, partners never control or threaten each other; they negotiate when they have disagreements and strive to make sure everyone involved is happy. It helps to understand that relationships are dynamic and constantly evolving, even if on the surface it might appear as if they are static and unchangeable. Children need to understand that their actions have an impact on the people they live with and that they need to reflect on their actions if they want to make relationships work. Relationships are not easy, but they are rewarding when energy is put into working things out and negotiating with the respective partners.



Discrimination

Discrimination comes in many forms. It can be hidden or obvious; it can be directed against individuals or systematically work against whole groups of people. Discrimination is often based on prejudice, misinformation and on issues that individuals have little or no control over.

Forms of discrimination

As educators we should be aware of different types of discrimination:

- **Direct discrimination** targets an individual and disadvantages them for a specific reason. For example, a hotel manager who refuses to allow a homosexual couple to stay would be directly discriminating against the couple because they are gay or lesbian.
- **Structural discrimination**, by contrast, is based on the very way in which our society is organised. The system itself disadvantages certain groups of people. An example of structural discrimination would be if this same couple wants to adopt a child but the laws in the country do not allow them to. In this example the couple is disadvantaged by the system itself.
- **Cultural discrimination** is a form of discrimination gaining worrying ground. This is discrimination that hides behind culture or religion but is actually politically motivated to uphold power relations. For example, some one refuses to see that the couple at the hotel is being discriminated against because the culture or religion of the hotel manager is seen to accept such discrimination. Cultural discrimination can be especially hard to tackle as culture is seen as untouchable and above criticism.

Roots of discrimination

In our work, we should encourage children to think not only about what actions are discriminatory, but also about what is behind discrimination and why it happens.

Discrimination takes place in society because some groups benefit from it. Privileged people create rules and norms on how people should be and use these as the reason to discriminate against those who do not follow these rules. Discrimination against same-sex parents for example is based on the promotion of the nuclear family, as this family model was the basis for the development of capitalism. Capitalism needed a family with a stay-at-home mother who could take care of the family, while the father could work in a factory.

Often oppression is so deeply rooted in society that those who are oppressed don't even see this anymore and think of themselves as not deserving any better. However, it is important to remember that these norms are created by people; so therefore people can also smash this discrimination.

Responding to discrimination

Understanding structural discrimination and its root causes is vital for educators to be able to work with children on responding to discrimination. As educators we should be prepared to challenge the view that we should just treat everyone equally. Instead we need to encourage children to think about the different needs of different people in order to get everyone past the finish line together.

In order to achieve equality and true social justice, people who have had nothing in the past now need more than just equal treatment. To overcome structural discrimination we have to tailor our responses for each person or group of people. While some call this 'positive discrimination', we do not believe that it is discrimination to respond proactively to structural discrimination and rather call this 'affirmative action' or 'corrective measures'. Nowhere in the world have women achieved equal representation in parliaments without affirmative action. While affirmative action may be controversial (even amongst those who are discriminated against); it is the only way to tackle discrimination. You may also come across those that say affirmative action is discriminatory against men because they are held back from doing something in order to give women the space. It is important to bring power structures into the discussion at this point and raise the issue that the starting point for men and women is not the same.

It is also important that we individually and with our groups reflect on our own privileges. Privileges are unearned advantages that some people have as a result of their group membership (for example being white, being male, or coming from an upper-class family background). Discrimination happens when privileged people try to defend their advantages. If we want to work against discrimination and oppression, we need to identify our own privileges in order to start levelling the playing field for everyone.

Want to know more?

To read more about how capitalism builds discrimination towards others we recommend 'The Red in the Rainbow' by Hannah Dee (2008).

Bullying

Bullying is a persistent attempt to hurt or humiliate someone, it is a repeated action and deliberately hurtful. The person bullying is more powerful than the person bullied, making it hard for those being bullied to defend themselves. Bullying can occur in many different forms. It can be physical (hitting, pushing, damaging others' property), it can be verbal (name-calling, threats) or social (excluding someone, spreading rumours). Bullying is not only between children and not only in schools; it can happen at home, in organisations, at work or - alarmingly often – on social networks on the internet.

Bullying is often based on perceived differences, such as ethnicity, sex or disability. Young LGBT*IQ people evidently have a higher risk of being bullied. This kind of bullying can target children even if they are not genuinely LGBT*IQ; others just assume they are, or they have homosexual friends or family members. According to the LGBT*IQ organisation 'Stonewall' in the UK, homophobic bullying is the most widespread form of bullying after bullying someone because of their weight. Also in the UK, over half of LGBT*IQ youth said they were bullied in school. Transphobic bullying is at least equally widespread and hits children and young people hard as they are already in very difficult processes of transition and self-acceptance.

Why do children bully?

There are many causes that can lead someone to bully others. Often bullies seek attention and social recognition and feel like they cannot achieve this through positive behaviour. Sometimes bullies experience violence themselves, in the family or other environments. If someone grows up learning that punishment and violence are the only ways to gain respect and solve problems, they are likely to act in the same way towards others or use weaker peers to target their personal aggressions. Many bullies are unsure about how to react to people who are different from themselves; they feel uncomfortable and see bullying as a way to address these feelings. Therefore it is important to talk with children about diversity and make them understand that it is something positive and not a threat to them.

Cisgender: A person whose gender aligns with the sex that they were assigned at birth, e.g. male and man.

Bullying can have very serious consequences for anyone being bullied. It can cause lower results in school, low self-esteem and depression and lead to eating disorders or even suicide. Because of bullying, LGBT*IQ youth are more at risk of suicide than cisgender, heterosexual young people. They may be even more scared than others to talk about being bullied out of fear of 'coming out' or not being understood by homophobic or transphobic adults. Through the cycle of internalised oppression, they might come to think that the bullies are right and that they deserve to be treated in this way.

Any child who is a victim of homophobic or transphobic bullying should be reassured that they have a place in the world, that they are not alone and that they should be proud of who they are. To address transphobic bullying in particular, we as educators need to know about trans* issues in order to explain them to children and end the fear of the unknown, so enabling us to support trans* children constructively.

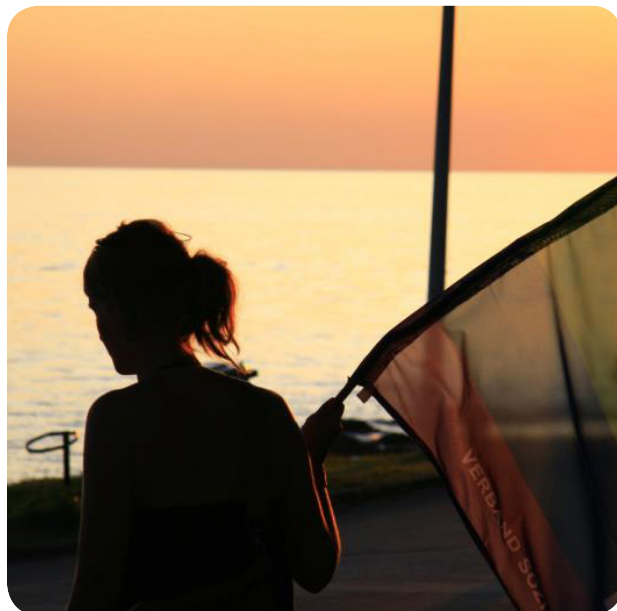
In the 'Tips for Facilitators' section on page 23 you will find information on how to address bullying as an educator.

Tips for Facilitators

1. How to use gender-sensitive and inclusive language

Language reproduces and shapes society and its norms. It is never neutral, even if it is often seen as such. Not only is how we say things important but also what we are not saying. As a consequence, it can also create discrimination and cause exclusion. If we are systematically not talking about a group of people (e.g. intersex people or women) we simply deny their existence or at least exclude them from taking part in our society. Language is powerful and reflects the power structures of society.

However, language is not something fixed, it is and always has been constantly changing and formed by the people who use it. By raising awareness of the importance of language, we can use it to help change our reality. It is our role as educators to challenge derogatory or discriminatory language right away, making it clear that attacks on people because of perceived differences are wrong, offensive and harmful. To create an open and respectful society it is essential to make diversity visible in our language instead of marginalizing people with it.



By using gender-sensitive and inclusive language we can challenge inequality.

Challenging sexism through language

Most languages are based on the patriarchal system; the female gender is made invisible by only using the male gender when referring to everyone. Often languages let people assume that certain professions or positions (usually the ones coming with more prestige and power) are male, while others are female. Only through constantly using non-sexist language can we also change people's perceptions.

- Use chairperson or police officer rather than chairman and policeman.
- In languages that gender all professions (e.g. German, Spanish, French, Slavic languages...), constantly use both forms.

Challenging heteronormativity through language

When talking about romantic relationships and love, we usually refer to heterosexual relationships. The narrative of 'a prince and a princess' is deeply embedded in our society, leaving very little space for any alternative that would equally accept gay, lesbian, bisexual or asexual relationships. Through our language we can challenge heteronormativity:

- Include both possibilities when talking about a possible partner: 'I don't know if he has a girlfriend or a boyfriend'.
- Use gender-neutral terms, such as 'partner' or 'lover', for example: 'do you know if she has a partner?'

Heteronormativity: the assumption that people are always attracted to the opposite gender. Heteronormative thinking sees all other sexualities, which do not define as heterosexual, as abnormal or wrong.

Challenging gender norms

When talking about individual people, we cannot know the gender of a person just by looking at them or hearing their name. However, people usually assume that someone is 'male' or 'female' and are not aware that there could be other possibilities. We encourage you to use terminology that allows people to refer to themselves and others without making reference to gender at all.

- Use gender-unspecific terms such as child (rather than son/daughter), sibling (rather than brother/sister), parent (rather than mother/father) and partner (rather than girlfriend/boyfriend or husband/wife)
- Use gender-neutral pronouns (see Toolbox)
- Use people's names more often instead of using pronouns to avoid gender-specific terms
- Ask for people's preferred pronoun and use it consistently. This way you don't have to make any assumptions.

It's not easy to change one's views and language from one day to another, but don't worry, with some practice you will get used to it. You can use the activity 'Seeing Beyond Gender' to practice with your group.

Pronouns: 'They' is a gender-neutral term in English that can be used not only in the plural form but also in the singular form (e.g. 'they went to use the bathroom' when referring to only one person). In many languages, new gender-neutral pronouns are slowly being introduced, such as 'ze/hir' in English (Ze went to the bathroom with hir friend').

Glossary: Are you unsure about some terms and how we define them? Have a look in the glossary at the end of the book to find explanations.

More than words

Language is only one element of communication. Remember when you're speaking that your body language and facial expression can tell as much of a story as your words. Be aware that your tone and the way in which you say things, is as important as what you say. When you are educating about sexuality and gender, you are influenced by your individual views, experiences and values. As such, it is important to reflect on and address your own personal opinions to make sure they do not have a negative influence on the group. Children can quickly pick up on your personal bias, panic or discomfort when someone makes a comment or asks a question.

2. How to overcome resistance

One of the biggest setbacks in doing educational work with children on gender and, in particular, sexuality is resistance that can come from society-at-large, parents and even colleagues. Here are some strategies to help you overcome it:

▪ Find allies:

Remember that for every enemy, there is an ally. Be willing to speak up and challenge resistance, but also find support for this. If you feel threatened, find like-minded people to discuss the situation.

▪ Educate colleagues:

Resistance is, in most cases, due to a lack of education, so take time to educate the people you work with.

- **Work with external organisations:**

Inviting external experts to group meetings, for example social workers or charities, can give parents a greater level of trust.

- **Choose your setting:**

When dealing with resistance from parents you should choose the right setting. A camp may be better than a group night in tackling gender and sexuality, as the children have more time to digest and to talk about the issues before going home and giving their parents an unclear picture of what they have discussed.

- **Challenge all forms of discrimination:**

People are likely to feel less threatened by LGBT*IQ education if it is framed as part of a larger project on discrimination. The gender and sexuality element will fit easily into a programme of activities on anti-discrimination.

- **Use statistics and facts to strengthen your case:**

Gather statistics and facts about the topic in relation to, for example, bullying and hate crime, to illustrate its importance.

- **Explain the positive impact:**

Focus on the positive impact that educational work will have on the children, such as the self-confidence children will gain knowing that not everyone needs to fit society's image. From a wider organisational point of view, explain that the topic may attract new members, making the organisation as a whole bigger and stronger.

- **Use media to your advantage:**

Don't be afraid of negative media coverage of your activities. It can also work to your advantage. You can gain support through media attention. So-called 'bad press' can give you an opportunity to have your say on the educational work you are doing and you will always have many sympathisers. You may even get new members into your group.

3. How to deal with bullying

Bullying can have severe consequences on children's well-being and it is important that educators take it seriously. Bullying is mostly talked about in a school context, but it doesn't stop at the school doors and can continue in your groups and also more and more online.

Nonformal education, for example by using the activities in this publication, is one of the best tools to counteract bullying. It is best prevented by creating a positive atmosphere and a safe space in your group where no one needs to be scared of being bullied.

However, too often prevention comes too late and you might already have cases of sexist, homophobic or trans*phobic bullying in your group, or group members are currently being bullied outside the group. How can you help?

- The first step is to recognise when a child is being bullied. If you see a child being teased once, this does not necessarily constitute bullying. If a child shows sudden self-consciousness about an aspect of their identity, if they stop doing activities they enjoy, get upset, sad or angry after using social media or their phones, these might be signs of bullying. Ask the child how they are, show them that you are available if they want to talk.

- Step in when you see bullying happening. Interrupt the situation and explain why you disagree with what happened.
- Support the person who is bullied by listening to them and giving advice. Don't make them feel like a powerless victim, but rather discuss strategies on how they can protect themselves and where they can find additional professional support if needed.
- Support the bully. This might sound strange, but it is important to also talk to the bully in private, to ask for their reasons and explore different strategies to deal with their anger. Often bullies act in this way because they face problems of their own that they need support with.

4. How to deal with negative behaviour in your group

As educators, we should recognise that everyone has personal judgements and emotions concerning gender and sexuality. The role of the educator is to map these and particularly to identify negative and discriminatory attitudes. When you hear discriminatory language or see homophobic or transphobic attitudes, you should challenge them directly and act upon it. You do not have to punish the child, but explain why you disagree with what they said or did. Many homophobic or transphobic remarks for example are used so frequently by children and young people that they don't even know the real meaning of the words anymore. Interfere and explain why it does not make sense to use 'this is so gay' as a derogatory term. Use their comments as discussion topics to explore means of developing new and more respectful behaviour and propose alternative, more inclusive words that they can use.

An important attribute for an educator in this field is self-awareness. Being comfortable with yourself and the issue will make it much easier to confront difficulties in the group.

5. How to be a trans* and intersex ally

Transgender or 'trans*' is a term used to describe people whose gender identity and/or expression does not conform to societal expectations of what it means to be male or female, the sex assigned to them at birth. Even though more and more people are aware of the challenges of lesbian, gay and bisexual people, awareness about trans* and inter issues is far less common. The world is still seen through gender-binary eyes by most people.

Whether you have trans* or intersex children in your group or not, it is important to be an ally to trans* children if you want to create an inclusive and non-discriminatory group.

- Educate yourself and your colleagues constantly. Read more on trans gender and intersex issues and contact specialised organisations to learn how best to support children who are trans*.
- Create a safe space for everyone in the group. Don't tolerate disrespectful jokes or the use of insensitive language.
- Take trans* and inter children, their thoughts and feelings seriously being trans* for example is not 'just a phase'. Respect their self-definition.
- Use their chosen name and preferred pronoun consistently.
- Don't 'expose' someone without their permission

'Gender-binary' refers to the assumption that only the genders 'man' and 'woman' exist.



- Change at least one of the bathrooms used by your group into a unisex bathroom.
- Treat trans* and inter children as you treat all the other children. Their gender is nothing special, it is simply who they are.

6. How to deal with disclosure of abuse

You must be aware that gender and sexuality are sensitive topics that can be emotionally heavy. When talking about love, relationships, families and communities, there is a risk that a child will tell you about being the victim of abuse. Be aware of contacts that you may need the support of, such as your organisation's safeguarding officer or team, local safeguarding authorities and non-governmental organisations, all of which give support to children and leaders if a disclosure were to happen. Knowing who to contact and how, makes dealing with a disclosure much easier.

What to do

If a child tells you something in a group setting, try to take that child away from the group to continue the discussion one-to-one, and distract the group by continuing the activity or playing a game. Try not to draw attention to the disclosure to the rest of the group. This is only possible if you have more than one leader. Otherwise, try to postpone the discussion by asking: 'shall we talk about this later?' If it is possible to take the child out of the group to speak to them separately, make sure that another leader can see you. Do not allow yourself to be left alone with a child without any other adults present so that no one can misinterpret the situation. When discussing the situation with the child, make it clear to the child that you cannot promise to keep any accusations of abuse to yourself and you may have to tell other people. Believe what the child has said and if the child faces immediate risk, then you will need to approach local authorities at this point. You will receive further guidance from authorities about what to do depending on the individual situation.

Safe space and exit strategy

The environment that we aim to create is that of a safe space. This means that the children should not feel threatened and they should have the space to express their views. As the topic can be sensitive, you should make it clear that the children should only share what they feel comfortable sharing and that they can stop at any point. An exit strategy, such as a common sign or 'stop' word, should be agreed by the group so that the activity can be paused at any point if they wish. Alternatively, you could have an area of the room that is the 'out of the activity' area that the children may sit in if they want to step out. Ensure this is in the same room in a place where the children are clearly in view of the leaders.

Story of Childhood

For people who have never had to question their own sexuality it is often hard to understand why and how 'coming out' or coming to terms with one's sexuality affects people.

As part of working on this issue, it is important that educators reflect on what it is like growing up with a secret or being different from others. The story "Purpie" aims to do this without using the LGBT*IQ label. We recommend that you read the story and think about the questions on your own or with other educators.

Read the following text as if you were young and really try to feel what happens in the story. If at any point you are upset or want to leave the room, just stop and do so. Read it quietly to yourself.

Purpie

You are five years old and you are exploring the world. You already know that when grown-ups get angry at someone, they call that person 'a Purpie'. Whilst on the bus with your parents, you overhear two passengers talk about a person who gave them the wrong change: "what a Purpie! You can't expect anything good from them".

You hear your grandparents talking furiously about a politician they dislike: "she's a Purpie! Nothing more than a Purpie!" Playing with other kids in the playground, you accidentally bump against a girl who cries: "are you a Purpie or what? You hurt me!" Another time you are teasing a friend with some other kids and you shout: "Tom is a Pur-pie, Tom is a Pur-pie!", and Tom shouts while trying to catch you: "I'm not! You're lying".


At home your sister gave you less cake than she took for herself. This made you angry and so you shout: "you Purpie!" – Words that perfectly express your feelings at the time. When your parents hear what you have just said, you get a harsh telling off: "never, ever call anyone 'a Purpie'. This is very, very rude. If we ever hear you talking like that again, you'll be punished!"

From now on, you don't use the word when your parents are around, but when you get irritated by somebody, you whisper angrily: "What a Purpie, a horrible, ugly Purpie!", and when somebody calls you that name, you explain angrily: "you're a Purpie yourself!"

As time goes by, similar situations happen again and again. You are 12 years old and you already know that Purpies are clumsy individuals who should not be allowed to work in some professions, such as medicine or science. That's why you strongly approve of what your mother reports to your father: that her colleague working as a nurse had been fired when it turned out he was a Purpie. You also know that people become Purpies because of bad parenting and that Purpies should be put in prison or other correctional institutions. At least they should have therapy to become normal people.

Once you hear your parents talk to their friends: "so this is how children are being raised these days! Moral decline and so called 'modern parenting'... that's where Purpies come from. If it carries on like this, soon our children will have no-one to play with. We must protect our children from them". You totally agree. Your parents care about you so much! Of course, you don't ever want to play with any awful Purpies! Recently you heard on TV that Purpies have established their own association and they demand to be treated 'with dignity', as though they weren't clumsy individuals. You find it ridiculous and you strongly disapprove of it.

You are now 13 years old and your classmate punches your arm and teases you with a nasty smile: "hey, you're a Purpie, aren't you? The girls said that you tripped over when we played..." (Indeed you did last time, but doesn't everyone sometimes? That's the nature of the game). "Ouch" – you exclaim as you have been punched straight on the bruise on your elbow – "you're a Purpie yourself! Get lost!"



You are 14 years old and one day you feel bored at a party at your aunt's house (who is a doctor). On a bookshelf you come across an old medical encyclopaedia your aunt used while she was a student. You start to browse through it in order to pass the time. Accidentally you notice an entry: 'PURPIE'. You get interested, because this is the first written resource on the subject you have ever seen. You read:

PURPIE: a purple bruise on an elbow that becomes visible by the age of adolescence. It differs from typical bruises in that once it has appeared, it will not disappear and will remain permanently. It is the result of bad parenting, meaning that it will appear if parents fail to prevent it.

You read that some people claim to be born that way and that it is extremely resistant to therapy, has a strong tendency to reoccur, and some believe that it is incurable. You learn that – as you have already heard – people suffering from this disease, often called 'Purpies', have a tendency to clumsiness. They don't deserve to be trusted and they shouldn't be allowed to work in certain professions such as medicine or science. You get increasingly alarmed as you slowly start to realise... You pull up your sleeve and look at your elbow: a big purple bruise is clearly visible, even more than last year when you noticed it for the first time.

The world goes on...

Questions

Answer the questions as the character in the story by yourself and then discuss your answers in a group if possible. If you don't want to share anything, just move on to the next question.

- What feelings do you have right now? What do you think about yourself and how do you behave?
- What are your feelings as time goes by? What are your thoughts after a week, a year?
- Do they change? How do you feel about yourself? Do you change your behaviour? Have people changed their behaviour towards you?
- What do you want, what do you need?
- What do you think of other people, family, friends and other Purpies?
- How do you feel if you are now called a Purpie, what do you say/do?

Now answer these questions as yourself:

- Does this story relate to any experiences you have had?
- How can it be related to being LGBT*IQ (Lesbian Gay, Bisexual, Transgender, Intersex, Questioning or Queer)?
- How do you think society is similar to the one in the story?

Better Together

Age

6-12

Duration

10-15 minutes

Group size

8+

Overview

A game where the group forms two groups based on whether or not they have common interests; making children realise that similarities go beyond gender differences.

Objectives

- To allow participants to realise that they have similar and different interests
- To help and encourage participants to understand that interests go beyond gender differences
- To begin the process of learning about gender

Materials

- Music and music player (you could play the Jack Johnson song 'Better Together')



Step-by-step instructions

1. Ask the children to dance around the room on their own or in small groups whenever the music is playing.
2. Explain that when the music stops, you will shout out a question. If the answer is 'yes' then they have to form a group with all the other people who answered 'yes.' Once the group is formed, the children can all hug or hold hands. When you shout 'better together' then everyone should group together in one big group. Ask the children to try and notice who else is in their groups whilst they play the game.
3. Play the music and shout out a different question each time the music stops. You can choose your own or use some of the example questions below (try to get a mixture of questions that are concerned with gender stereotypes and gender-neutral questions):
 - Do you like bananas?
 - Can you ride a bike?
 - Did you have bread for breakfast?
 - Are you wearing anything red?
 - Do you like reading?
 - Do you have brown eyes?
 - Do you like playing football?
 - Do you have long hair?
 - Do you have a sister?
 - Do you like cooking?

Debriefing

- Who else was in your groups? More girls or more boys?
- Did it make a difference if you are a boy or a girl when choosing your groups?
- Were you surprised by how many differences there were in the group as a whole?

Sum up that everyone has different things they like and do not like; things they can and cannot do and everyone has different physical characteristics. Explain that we have many more differences and similarities than being a boy or a girl and these differences and commonalities are usually far more interesting!

Tips for facilitators

If a child is alone in the centre or on the outside they may feel excluded or hurt. If this happens, join the child who is alone.

Gay and Lesbian Bingo

Age

10-15+

Duration

20-30 minutes

Group size

5+

Overview

The children play a game of bingo to show how lesbians and gay men are often defined merely by their sexuality rather than the wider context of their being.

Objectives

- To show that gay and lesbian people live regular lives like anyone else
- To raise awareness that gay and lesbian people should not only be defined by their sexuality

Materials

- Pens/ pencils and a sheet of paper for everyone
- One piece of flipchart paper



Preparation

Write on flipchart paper things that people like, such as: riding bikes, eating in restaurants, going on holiday, reading, hiking, watching films. Don't show it to the participants yet.

Step-by-step instructions

1. Give everyone a sheet of paper. Ask participants to draw a table with 3 rows and 3 columns.
2. Give everyone five minutes to write in each box 'one thing gay and lesbian people like'. Tell them that afterwards you will read out things they like and when something is mentioned that they have on their sheet, they can make a cross in this box. When they have a row, column or diagonal with crosses, they can shout 'BINGO'. The first one to say 'bingo' wins the game.
3. After 10 minutes, start to read out the things that you have put on the flipchart paper.
4. Play the game until someone calls bingo or for up to five minutes (it may be that no one has a line).

Debriefing

- What did you write on your bingo sheet?
- What would you have written if you were asked the same question about black people? About women? About old people? About heterosexuals?
- Why do we first think of the things that make a group different from ourselves? (If this is what they did.)

Tips for facilitators

This activity can really open participants' eyes, but can also lead to reinforcing stereotypes if the debriefing is not well facilitated, so make sure you don't end the activity too early.

You can use the same method to work on gender stereotypes by asking: What do men, women, or trans* gender people like?

In and Out

| | |
|------------|---------------|
| Age | 6+ |
| Duration | 10-15 minutes |
| Group size | 8+ |

Overview

The game explores minority and majority relations by getting the children to form a group if an attribute or interest applies to them.

Objectives

- To show that there are differences and similarities between everyone
- To experience how it feels to be in a minority
- To raise awareness of accepting people into a group even if there are differences

Step-by-step instructions

1. Ask the children to stand in a circle in a big room or outside.
2. Explain to the group that you will call out a statement and if the statement is true for them then they have to make a tight circle with the other people this applies to. If the statement is not true for them, they have to try to break into this circle. Make it clear that you cannot kick, punch or hurt other people and the game will be stopped if it becomes too aggressive.
3. Read out the statements below or make up your own (not only related to physical appearance):
 - Everyone who has brown hair
 - Everyone who has a dog or a cat at home
 - Everyone who is wearing trainers
 - Everyone who has green eyes
 - Everyone who has a brother or sister
 - Everyone who drank orange juice at breakfast
 - Everyone who wears glasses
 - Everyone who has watched TV today
4. Finish the activity with a group hug or massage circle.

Debriefing

- How did it feel being in the circle?
- How did it feel to be on the outside trying to get in? How did you try to break into the circle?
- If you succeeded in breaking into the circle, how did it make you feel?
- Have you ever felt like you're in the minority or majority in real life? If so, how did you deal with that?

Romeo, Tarzan and Knights

Age

Duration

Group size

6+

10-15 minutes

8+

Overview

A short energizer to challenge gender roles

Objective

- To start reflecting on gender roles

Materials

- Music and music player (optional)



Step-by-step instructions

1. Ask the children to dance around the room whenever the music is playing.
2. Explain that when you stop the music, you will shout out one of three actions. The participants need to go quickly into pairs with people standing next to them and do the matching action. They are:
 - a. **Romeo:** one person kneels down; the other pretends to be Julia on the balcony and is admired by the kneeling person.
 - b. **Tarzan:** One person carries the other on their back.
 - c. **Knight:** One person picks up the other in their arms or pretends to save them from a dragon.
3. Play a few rounds of the game.

Debriefing

- Who did the lifting in your pair?
- Did it matter if you had a 'male' or a 'female' role in your pair?
- Why do many people think that men should have the role of the stronger person or the one approaching a girl they like instead of the other way round?

Musical Chairs

Age

6+

Duration

15-20 minutes (depending on the group size)

Group size

6+

Overview

An energizer that can be used as a fun activity to strengthen group bonding.

Objectives

- To build trust in the group
- To become aware that everyone in the group depends on each other
- To start taking care of each other and helping each other

Materials

- A chair for each child
- A music player with music



Step-by-step instructions

1. Arrange the chairs in a circle facing outside (if you don't have enough space you can also put them in two lines with the backs to each other).
2. Ask the children to stand around the chairs and dance around the circle as long as the music is playing.
3. When you stop the music, all children have to get onto the chairs with their feet off the ground.
4. After every round, take away one chair from the circle.

Make clear that the goal is to get everyone onto the chairs and to make sure that nobody gets left standing on the floor or gets hurt by falling off a chair. Stop if it gets too dangerous or if there is no chance that the group will make it. The game should be fun for everyone and it doesn't necessary need to be only one chair left at the end.

Three Little Trusting Games

Age

Duration

Group size

all (but group should be of similar ages)

15-20 minutes

8+

Overview

These are not energizers, but short activities to build trust and confidence in the group. They can be very useful before talking about sensitive issues of gender and sexual identity or bullying.

Objectives

- To allow the children to feel safe and needed around others
- To learn how to trust others
- To raise participants' self-confidence

1) Trusting Monkeys

One person stands in the middle and the rest of the group forms a circle of approximately 10 people around them. It must be a small, tight circle with no gaps. Those forming the circle hold up their hands with their palms all facing the person in the middle. The group chooses someone to start gently passing around the person in the middle who has their eyes closed, keeps their feet firmly in one place and stands stiffly upright. The person in the middle can let their body relax a bit as they are passed round the circle. Switch and repeat as often as the group wants to.

2) People Bridge

Arrange the group in two lines. Ask them to lie down with their heads in the middle and their feet on the outside. Ask them to raise their arms in the air. One person stands at one end of the line and is slowly lowered down so they are lying down on the arms of the others. The group slowly passes the person to the other side of the line.

Note! The person on top should hold their arms close by their sides and hold their shirt/clothing in place. Adult helpers may be needed to lower the person onto the hands at the beginning and help them get off at the end. It's important that everyone stays very stiff through the whole game.

3) Carwash

Participants stand in two lines facing each other, they are a car wash. Ask for a volunteer to be the car. The volunteer stands at one end of the line and tells the participants of the carwash how intense the washing should be. Then the volunteer starts walking through the lines and gets rubbed on the shoulders and on the back.

Note! Make it clear to everyone that they should not touch others anywhere where it could be uncomfortable. It should not be too rough and no one should get hurt; it should be a nice feeling for everyone. Only those who volunteer should go through the carwash.

Tips for facilitators

These are very physical games. Make sure everybody understands their own physical boundaries and feels comfortable in their role at all times during the games. Everything has to be done on a voluntary basis and it is important to reinforce the point that the whole group and everyone in it need to be trustworthy.

You can also run the activity 'No Means No' to reflect more on how much personal space different people need.

A Genderless Story

Age
Duration
Group size

6-10
30 minutes
5-30

Overview

This activity addresses gender-neutral language and stereotypes through listening to a story and drawing pictures.

Objectives

- To raise awareness of the power of words and their influence on gender stereotypes
- To challenge stereotypes associated with gender characteristics

Materials

- One piece of paper per child
- Coloured pens or crayons



Step-by-step instructions

1. Give each participant a sheet of paper and something to draw with.
2. Explain that they will hear a story about a child.
3. After listening to the story ask everyone to choose a part of the story and draw it.
4. Give everyone the opportunity to present their drawings.

Debriefing

- Was this story different from other stories you know? Why?
- How are the pictures that you have drawn different from each other?
- Was it said in the story whether the child is a boy or a girl?
- Why did you assume the child was a boy/girl?
- Can boys and girls do the same things? Why?

Ideas for adaptation

- Divide the group in half and put them in two separate rooms/ spaces. Instead of reading the story to them, ask one group to invent a story about a boy called Alex and the other group to invent a story about a girl called Alex. Bring the groups together and allow them to act out their stories. Compare the stories afterwards.
- Ask children to come up with their own stories where the main character is a girl who is strong and clever.
- Play out parts of the story and invite participants to take turns (boys/girls) in playing the main character instead of drawing the story.

Gender-neutral language

This story can also be used to reflect on gender-neutral language. You can ask the children to retell the story, trying not to use any gendered pronouns. They can also tell another story about the same child or prepare a theatre play about the child, once again trying to refer to it in a gender-neutral way. Then discuss how easy or difficult this was, what gender they imagined and why you can't always tell the gender of a person just from their name or by looking at them.

You can also look up what gender-neutral pronouns exist in your language and try to use them with the group (for example 'ze' and 'hir' in English) or decide with your group not to use any gendered pronouns in your meetings anymore. A good follow-up activity with older kids could be 'Seeing Beyond Gender'.

Appendix: A Genderless Story

There was once an adventurous and clever child, never afraid of challenges or difficulties. No matter how impossible the situation or how difficult the riddle they always managed to overcome it. It seemed that trouble and adventure followed them everywhere; there was always a problem to be solved!

One day the child was walking in the park and heard a quiet and sad cry from behind the bushes. Pushing aside the bushes they saw that a small dog had fallen down a disused well and couldn't get out again. It was crying for help and trying desperately to escape its damp prison. The child could see that the dog was scared so they wanted to help but they first needed to find a way to reach the dog.

Luckily there was no longer any water in the well, but it was deep and the sides were too slippery to climb. The child sat down to think about the problem. How could the dog be reached and rescued safely? After a few minutes they had the answer but needed to find some tools for the rescue. Determined to help the poor dog, the child ran off to search for what was needed. The first stop was the park's boating lake; here the child was able to find a length of old rope abandoned in one of the boat sheds – perfect for the job! Next they took out a pocket knife and carefully chose a number of long bendy branches from a nearby tree. Twisting the flexible branches into shape and tying them together, the child was able to form a kind of bucket big enough for the dog to sit in.

The child was sure that if the dog would get into the bucket, it could be hauled to safety – but how could they explain to the dog to get in? Again they sat down to think and took a bite from a jam sandwich – of course! Tempt the dog with food! The child placed the remainder of the sandwich in the bucket and carefully lowered it on the rope to the bottom of the well. At first the dog was afraid and backed away from the bucket but with some encouragement from the child at the top of the well, the dog eventually understood what to do. Once the dog was in the bucket, the child started to pull but the dog was too heavy to lift – another problem to solve! After a few moments thought, the child was able to use knowledge of pulley systems learned in science class to help the dog. Wrapping the rope around a nearby tree would reduce the strength needed to pull the bucket up. With the makeshift pulley in place, the child was able to haul the dog to safety! The child and the dog became best friends; they were rarely apart following that day and solved many mysteries together!

Seeing Beyond Gender

Age
Duration
Group size

8-14
30 minutes
4-30

Overview

The participants describe people from magazine photos to practice using gender-neutral language.

Objectives

- To practice using gender-neutral language
- To raise awareness of the need for gender-neutral language

Materials

- Magazines or newspapers



Step-by-step instructions

1. Distribute magazines to the group and ask everyone to cut or rip out photos of people from the magazine. Participants can select any photos, as long as they are of people.
2. Everyone should choose one or two images but not show others the photos they have selected.
3. Explain that they have to present the person on their photos without revealing their gender. Ask for ideas for words they can use instead of 'he', 'she', 'her' or 'him'. Write all ideas on a flipchart. Add your own ideas if necessary ('the person', the name of the person, the plural form, gender-neutral pronouns in your language, for example ze and hir').
4. Then participants should pair up and sit opposite one another, looking at their own images without letting the other person see their photos.
5. Ask each person to talk about their image to their partner for three minutes, without using pronouns or other gendered indicators. If a person runs out of descriptors, they should make up characteristics or relationships for the person in the image, practicing using gender-nonspecific terminology.
6. After three minutes, swap so the other person describes their own photo.
7. After the second round, everyone should come back together for the debriefing.

Debriefing

- How did you feel using gender-nonspecific language?
- Was this difficult or easy for you? Why?
- How did you feel listening only to gender-nonspecific language?
- Did you try to guess the gender of the person in the image being described, or was it a non-issue?
- Can you always see from a person which gender they have?
- Why is it important to use gender-neutral language?

Tips for facilitators

This is a good activity to do after having introduced the difference between sex and gender, and that people can identify as the gender they choose or feel

If you did not have any introductory activity beforehand, it is important that you explain this well in the debriefing part (see p.14 for more information).

This activity has been developed by GLSEN (Gay, Lesbian & Straight Education Network) for the GLSEN Jump-Start Guide Part 7 (www.glsen.org)

Who's in the Box?

Age
Duration
Group size

6+
10 - 20 minutes
5+

Overview

In this short activity participants have to give themselves compliments to boost their self-confidence.

Objectives

- To gain self-confidence
- To learn how to make and how to receive compliments

Materials

- A mirror (big enough to be able to see the whole of someone's face)
- A (cardboard) box big enough to get the mirror fully inside, and so that you can only see the mirror when directly looking into the box.

Step-by-step instructions

1. Put the box with the mirror inside (without being able to see the mirror when sitting a few meters away) some where in the middle of the room.
2. Tell the group that there is someone special in the box. Invite the children one by one to look into the box and say something nice about the person they see inside.
3. Explain that no one should tell the rest of the group what's in the box until everyone has had their turn so they don't spoil the surprise.

Debriefing

- What did you see inside the box?
- How did you find saying something nice about yourself?
- Do you think more about positive things or negative things when you think about yourself? Why?
- Do you talk about yourself in a positive or negative way to others? Why?
- Explain that it can be very common to have self-doubts or to be insecure and we should all practice being more positive about ourselves and others.

Tips for facilitators

- Make sure the mirror is only visible for the child looking into the box.
- You can start off first so that everyone knows what to do.
- Be careful to create a safe space; if participants find this activity hard or express particularly negative feelings in the debriefing, this needs to be managed very sensitively; you can for example suggest to the child after the activity that they talk to someone they trust about their feelings.

Dressing up is Cool

Age
Duration
Group size

6-12
30-45 minutes
5+

Overview

The group experiments with different clothing and puts on a fashion show to discover how clothing can help create a person's identity.

Objectives

- To reflect on the role that clothing has in creating someone's identity
- To break down barriers of wearing different gendered clothing
- To increase awareness of and empathy with other genders

Materials

- Assortment of clothes and hats
- Music and music player
- Make-up and nail varnish (optional)
- Masking tape (optional, to mark out a catwalk in advance)



Step-by-step instructions

1. Put all the clothes in a pile in the middle of the room and ask the children to choose a selection of clothing that they would not usually wear. Ask the group to dress in these clothes (over the top of the clothes they are wearing, they should not have to undress). Make it clear that if they do not feel comfortable wearing any of the clothes then they don't have to wear them. You can also provide make-up if you wish.
2. When all children are dressed in different clothes, explain to the group that they can now perform a fashion show. Each of them can model their outfit once to show what they are wearing. No one has to participate if they do not want to. Instruct the rest of the group to cheer for the other models when they walk down the catwalk to the music. Keep it very positive; this should not be about impersonating anyone in particular or acting in an offensive way.

Debriefing

- How did it feel to be a model?
- What is different about what you are wearing now to what you usually wear?
- How do you feel in these clothes? Do you feel different when you are wearing different clothes?
- Do you act differently when you are wearing different clothes?
- Why don't you usually wear these types of clothes?
- Did anyone dress up as another gender? If so, how did you do that?
- What did you like/ dislike about dressing up as another gender?
- Is this really how girls/ boys dress? Why do they dress differently?
- Should boys/ girls dress differently?
- What does clothing say about people? Should it say something?
- Why did you act different in boys/ girls clothes? Do you think this is how a girl/ boy acts?

All Equal All Different

Age

6-10

Duration

60-90 minutes

Group size

5-30

Overview

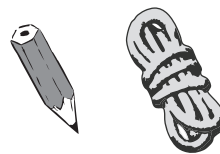
The children make masks to discuss the diversity of identities.

Objectives

- To raise children's awareness of diversity and equality
- To encourage children to see diversity as something positive
- To gain an understanding that although everyone is different, everyone still has the same rights and nobody should be discriminated against because they are different.

Materials

- Two paper plates with eyes already cut out for each participant.
- Napkins or tea towels
- Coloured pens (optional: other decorating materials like glitter, foil...)
- String to bind the plates around the head



Step-by-step instructions

1. Hand out a paper plate with eyeholes to each child. Ask them to cover their faces with the masks, put a napkin or tea towel to cover their head and walk around the room silently looking at each other.
2. Bring the participants back into a circle and ask:
 - How did you feel to look around and see everybody looking the same?
 - Could you distinguish who was who?
 - In reality do we all look the same?
3. Then ask the children to decorate their paper plate mask. Ask them to decorate the mask in a way that expresses who they are (their favourite animal, sports, music, colour etc.).
4. Once the masks have been decorated, ask the children to walk around the room wearing the masks in silence. Then bring the group back into a circle.
5. Ask the group to display their masks on the floor in the middle of the circle.

Debriefing

- How did it feel to walk around the room the second time as opposed to the first time?
- Which masks best represent reality? The plain masks or the decorated masks? Why?
- What makes people different from each other?
- Can our masks change over time? Have you always liked what's on your mask today?
- Is it positive or negative if we are all different from each other?
- Are people treated the same way if they are different from each other? What about boys and girls for example?
- What happens if we treat somebody differently because we think they are different from us? Pick out some of the features of the masks and ask if it is okay to treat those who have a particular feature, for example the same favourite animal, different to those who don't?
- Would it be okay if the people with this feature on their mask have special rights? Give examples, for example would it be okay that those who like dogs will get cake while everyone else will not?

Identity and Being

Ideas for adaptation

Alternatively, in the second round the children can invent and draw a different person's face on their masks (with a different eye colour, shape, hairstyle etc. from themselves). They can also have a mood in mind - is the person happy or sad? Then they put all the masks in the middle of the room and take someone else's mask at random. You can play a game while everyone has their mask on. Then ask:

- How did you feel about your new identity?
- Did people treat you differently?
- Did you like how you looked?
- Did you feel like you changed on the inside with a new face on the outside?

With older children, instead of using white masks in the first part, you can ask them to draw an 'identity map' or 'molecule' on paper to describe the different social roles and social groups they belong to, before they design their own masks. After exhibiting the masks, ask:

- What are the most common personal and social roles in this group?
- Is identity like a mask that we can put on or take off? Do you think you will gain or lose roles over time?
- What stories are told about the roles you play? Are there stories you don't agree with or don't like? Where do you hear these stories? What stories you hear do you like?

How to make simple paper masks

First draw and cut out a large dinner plate-sized circle from cardboard. Mark eyes, a mouth and a slit for the nose on the cardboard, then carefully cut these out. Decorate as desired. Finally either punch a hole in both sides of the mask and attach an elastic band or string so the mask can be worn, or tape a large smooth stick or paint stirrer to the back of the mask and use as a handle to enable the mask to be held in front of your face.

Animal Farm

Age

6-9

Duration

30 minutes

Group size

5-30

Overview

Through comparing humans to animals, children will realise that despite differences, everyone is equal and that everyone can be what they want to be.

Objectives

- To understand that everyone has different strengths, but everyone is equally valuable
- To reflect on gender stereotypes and understand that everyone can become what they want no matter their gender identity.

Materials

- 'Animal farm' picture copied for everyone or in pairs (appendix)
- Scissors for everyone or for pairs
- Coloured pencils (optional)



Step-by-step instructions

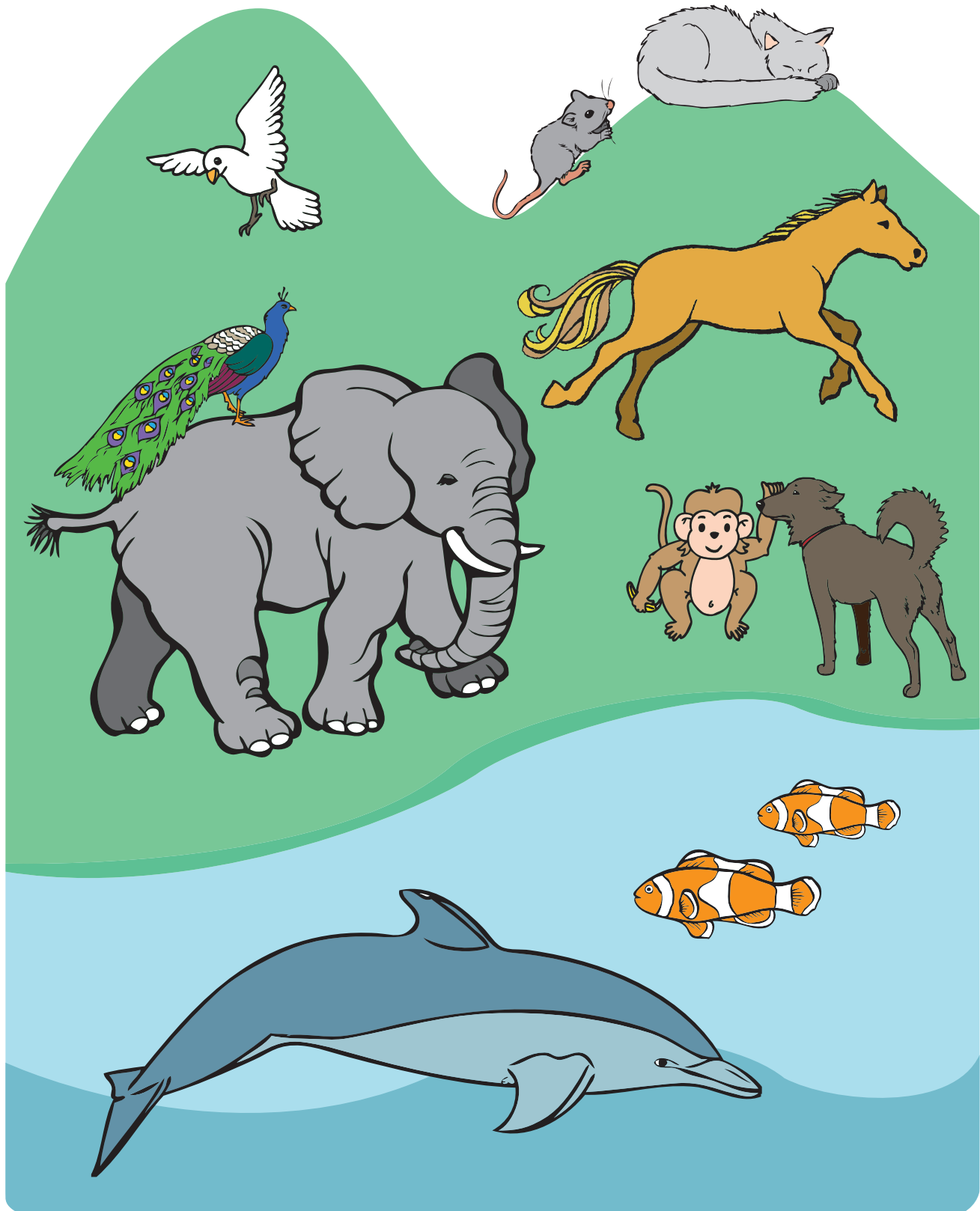
1. Distribute the 'animal farm' pictures to every child or small groups of children and ask the children to cut out the different animals and/or colour them in.
2. Ask the participants to put the animals in an order according to how well they can climb a tree. If you don't have scissors, they can do this by writing the numbers next to the animals.
3. Come together in a circle to compare their order.

Debriefing 1

- What does it say about the animals if they can climb a tree? Does it make them better animals?
 - Is it fair to judge a fish according to how well they can climb a tree?
 - Are there things that other animals can do well? What about your favourite animal?
 - Can you compare this with humans?
4. Ask participants to pick an animal that has characteristics or can do things that they would like to have/do in their lives. They should not tell anyone which animal they chose.
 5. Now sit in a circle. One after the other, the children can act out their animal and the others guess who they are. Then they can briefly say why they chose that animal.

Debriefing 2

- How do you want to be? Do you think you can be like this in real life? Why (not)?
- Does it matter if you are a boy or a girl for what/ how you want to be? Why (not)?



Heroes

Age
Duration
Group size

6-10
60 minutes
8-30

Overview

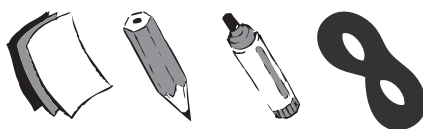
The group explores the social construction of masculinity through role play and looking at fairy tales.

Objective

- To reflect upon the social construction of masculinity

Materials

- Flipchart paper
- Small pieces of paper
- Markers and pens
- Clothes for dressing up (optional)



Preparation

- Draw an outline of a person on a piece of flipchart paper.

Step-by-step instructions

1. Divide the participants into 3 or 4 smaller groups and ask them to think of fairy tales in which the main character is male.
2. In their small groups, they should pick their favourite story to act out. Ask them to prepare a short role play to present their story to the others. You could provide some old clothes so that they can prepare costumes. Then all groups present their short plays.
3. After all groups have presented their plays, ask everyone to shout out characteristics of the men in the plays. Write them all on the flipchart around the outline of the person.
4. Then ask everyone to come to the flipchart and draw a circle around the characteristics that they like.

Debriefing

- Why do you like the characteristics that you have marked? Why don't you like others?
- Do boys and men in real life have much in common with the fairy tale heroes?
- How do people expect boys and men to act? Why?
- What happens if they act differently from this?
- Would you like this to change? Can we do something to change what people expect from boys?

Tips for facilitators

This activity can really open participants' eyes, but can also lead to reinforcing stereotypes if the debriefing is not well facilitated, so make sure you give enough time for a full debriefing.

The group can come up with their own fairy tale based on the outcome of their discussion.

Gender Race

Age

8-10

Duration

30-45 minutes

Group size

8-30

Overview

A treasure hunt around different activities which are stereotypically aimed at either boys or girls. The children will explore ways to fight against gender discrimination in different areas of their lives.

Objective

- To recognise stereotypes based on gender

Materials

- Flipchart paper and markers
- Papers and pens
- Masking tape
- Activity cards (copy appendix I and cut them out)
- Six envelopes



Preparation

- Put four activities in each envelope and hide all envelopes around the room (or outdoor space).
- Prepare a table on flipchart paper with two columns: 'Things that boys like to do' and 'things that girls like to do'.

Step-by-step instructions

1. Divide the participants into two teams and ask them to decide on their team name. Explain that they will take part in a treasure hunt race and that they have to find six envelopes that are hidden around the room or space as quickly as possible. They must stay together as a team during the whole race.
2. When they find an envelope, they should take two pieces of paper from it.
3. When they have found all envelopes, they should place their cards into the columns of the table. The first team to finish should jump up together and shout their team name.
4. Come back together with both teams and give everyone a piece of paper and a pen. Ask them to make their own table with one column called 'things I like to do'. They should write down the activities from the first poster which they personally like and they can also add their own.

Debriefing

- Are these activities really things only girls or boys like to do?
- How does your table look? Do you only like the things that are on the girls or boys side?
- Have you ever been in a situation in your life when you were told that something is not for boys/girls? How did you feel then?
- Who sets the rules on how we should behave?
- How can we make activities more accessible for all genders?

Appendix I: Activity cards

| | |
|--------------------------------------|---------------------------------|
| Likes to play football | Likes to dance |
| Likes to go shopping | Likes to do their hair |
| Likes to do martial arts | Likes sunbathing |
| Likes to read books | Likes to play computer games |
| Likes to go to the beach | Likes to climb trees |
| Likes to go bowling | Likes to cook |
| Likes to wear make-up | Likes to sing |
| Likes to ride a bike | Likes to do woodwork |
| Likes to listen to heavy-metal music | Likes to read fashion magazines |
| Likes to watch soap operas | Likes to skateboard |
| Likes to roller-skate | Likes to do science experiments |
| Likes to play with dolls | Likes to go biking |

Identity and Being

Stand in Line

Age

8-12

Duration

60-90 minutes

Group size

8-30

Overview

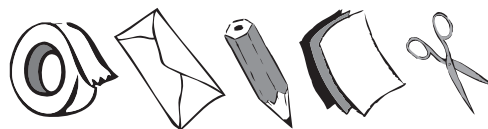
Groups create characters based on particular characteristics, and then place them on a gender line.

Objectives

- To understand different expressions of gender
- To look beyond the binary gender system
- To emphasise the importance of respecting self-identification

Materials

- Cards (Copy and cut out the cards from the appendix)
- Masking tape
- Six envelopes
- Paper and pens or magazines and scissors for creating characters



Preparation

- Place the cards in different envelopes according to their category. Write on each envelope the category and how many cards need to be taken from it. The categories are:
- Personal life and family
- Work life
- Personality
- Likes, dislikes and hobbies
- Looks and the body (two envelopes)
- Hide the envelopes in different places in the room

Step-by-step instructions

1. Ask if anyone knows the difference between sex and gender (this step is not necessary if you have previously done exercises about gender/sex).

SEX: The biological organs, genes and hormones that make someone male, female or intersex. About 1% of people are 'intersex,' which means they have physical, hormonal or genetic features that aren't wholly female or male or a combination of both or are neither male or female. There are many forms of intersex; it is a spectrum and not a single category.

GENDER: The social roles and norms that are attributed to someone's biological sex, but are socially created. Gender is often divided into 'men' and 'women' but, just like sex, gender includes other categories and is a spectrum rather than a binary (either or). Gender expression is about how someone presents themselves to the outside through clothing/makeup etc. It can be 'feminine', 'masculine', something in between or something completely different.

2. Ask the children to form six groups of roughly equal size. Tell the groups that you have hidden six envelopes around the room, which they have to find. Each envelope will tell them how many pieces of paper they should take from it.
3. Once the treasure hunt is over and every group has seven pieces of paper tell them that the characteristics on their cards all belong to one person.
4. Give the groups 20 minutes to create a life-sized person by drawing them or making a collage from magazines using the characteristics on their pieces of paper. They should imagine what that person might be like, what their name might be and what they do in their life. Put all the characteristics on the drawing/ collage of the person.
5. Make a line in the centre of the room using masking tape; mark one end as 'masculine' and the other one as 'feminine'. Ask the groups to think about where they would place their person on the gender expression line. Once groups have made their decision, they should place their drawing on the line.
6. Ask the groups to introduce their characters, telling everyone their name, reading the characteristics aloud and explaining how they decided where their person should be on the line.
7. Other groups have the opportunity to offer opinions and, if they want, suggest that the person should move nearer to one end or another.

Debriefing

- How did you decide where to put your character?
- How did you feel when/if other people asked you to move your character on the line?
- Who do you think should decide about a person's place on the line?
- Why are some characteristics considered masculine by society and some feminine?
- Do you think you could imagine gender in another way than this line?

Tips for facilitators

It is important to make it clear that not all people define themselves as male or female or define gender at all. Emphasise that people only have the right to define themselves, not other people, and that everyone has the right to express themselves as they feel. You should be aware that children might start creating over-stereotypical characters and/or making fun of them. In this case try to make a personal connection, saying this could be an actual person, your classmate, any of your relatives or you yourself bullied because of one or another characteristic.

Identity and Being

Personal life and family (each group takes 1 characteristic) – this should be written on the envelope

| | |
|--|--------------------------|
| Lives on their own in a shared flat | Has a girlfriend |
| Has two children and is taking care of them on their own | Is separated/divorced |
| | Lives with their parents |

Work life (each group takes 1 characteristic)

| | |
|-------------------------------|----------------|
| Is a doctor | Is a volunteer |
| Is a hairdresser | Is unemployed |
| Works in kindergarten/nursery | Is a student |

Personality (each group takes 2 characteristics)

| | |
|--|---------------------|
| Caring | Scared of spiders |
| Sensitive and cries when watching movies | Funny |
| Stubborn | Shy |
| Loves animals | Easily irritated |
| Relaxes by spending time in nature | Good at mathematics |
| Scared of lightning | Adventurous |

Likes, dislikes and hobbies (each group takes 1 characteristic)

| | |
|-----------------------|------------------------|
| Likes romantic movies | Likes to play football |
| Likes to do sports | Plays drums |
| Likes to dance | Rides a motorcycle |

Looks and the body (each group takes 2 characteristics; one from envelope 1 and one from envelope 2)

| Envelope 1 | Envelope 2 |
|-----------------------|-----------------------|
| Has long hair | Has long nails |
| Is athletic | Likes to wear make-up |
| Shaves all their hair | Is tall |
| Has big muscles | Likes to wear dresses |
| Has very short hair | Wears glasses |
| Is skinny | tWears tight clothes |

Guess Who

Age
Duration
Group Size

10+
45-60 minutes
5-20

Overview

By guessing the sex, gender and sexual identity of different people, this activity introduces these concepts and challenges their perceptions.

Objectives

- To challenge stereotypes of what people look like
- To explore the concepts of sex, gender and sexual orientation

Materials

- Cards of faces (Appendix II)
- Signs with 'Man', 'Woman', 'Straight', 'Gay/Lesbian' written on
- String/masking tape to mark areas on the ground
- Flipchart paper and marker



Preparation

- Mark a cross – which has lines ending in arrowheads - on the floor putting the cards 'man' and 'woman' on either end of one line and then 'gay/lesbian' and 'straight' at either end of the other line.
- Copy and cut out the cards of faces (appendix II). If you wish, double their size on a photocopier.
- Write the definitions of sex, gender and sexual orientation on a flipchart.

Step-by-step instructions

1. Ask the group what they know about 'gender'. Record their answers on a piece of flipchart paper. Ask them if they know any difference between sex and gender. Then reveal and explain the definitions in your own words.

SEX: The biological organs, genes and hormones that make someone male, female or intersex. About 1% of people are 'intersex,' which means they have physical, hormonal or genetic features that aren't wholly female or male or a combination of both or are neither male or female. There are many forms of intersex; it is a spectrum and not a single category.

GENDER: The social roles and norms that are attributed to someone's biological sex, but are socially created. Gender is often divided into 'men' and 'women' but, just like sex, gender includes other categories and is a spectrum rather than a binary (either or). Gender expression is about how someone presents themselves to the outside through clothing/makeup etc. It can be 'feminine', 'masculine', something in between or something completely different.

2. Ask the group what they know about 'sexual orientation' and write the answers down on a piece of flipchart paper and then reveal the definition:

SEXUAL ORIENTATION: The attraction that people have to other people. People who are attracted to people of the opposite gender are often called 'straight' or heterosexual, while people who are attracted to people of the same gender are often called 'gay/ lesbian' or homosexual. People who are attracted to both genders are often called bisexual, people who are attracted to people of any sexual or gender identity are called 'pansexual'.

Identity and Being

3. Divide the cards between the participants. Tell them that these are real people and ask them to place them on the matrix of man/woman and gay/ straight (the matrix only shows gender and sexual orientation).

Debriefing

- Was it harder to place the gender or the sexual orientation by looking?
- How did you make assumptions about the people?
- How do you feel about making these assumptions?

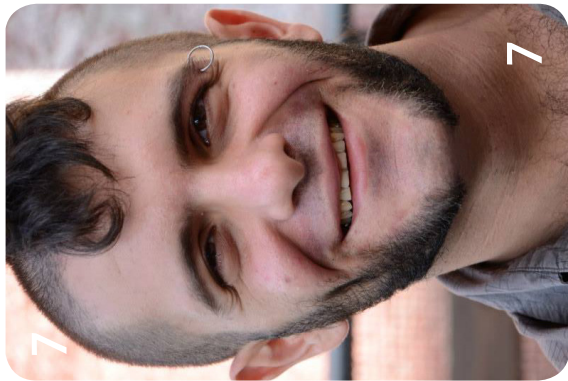
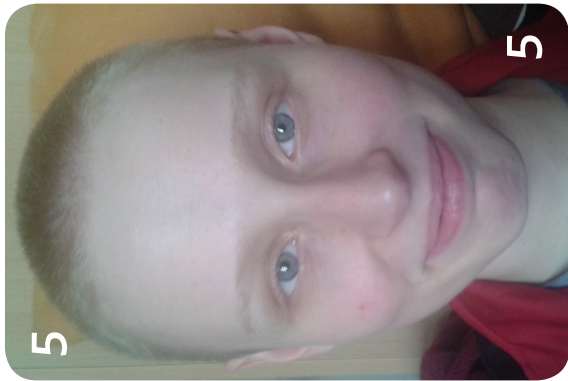
Read out the answers (appendix I) and change the positioning of the cards accordingly.

- Did you get some wrong?
- Were you surprised by any of the answers?
- What does this indicate about making assumptions regarding people's sexuality and gender?
- What are the problems with assuming that someone is a particular gender or has a particular sexuality?

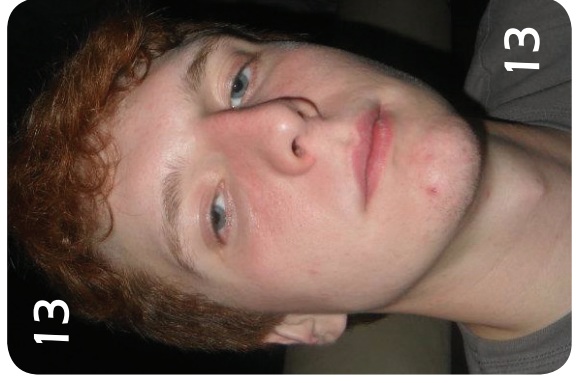
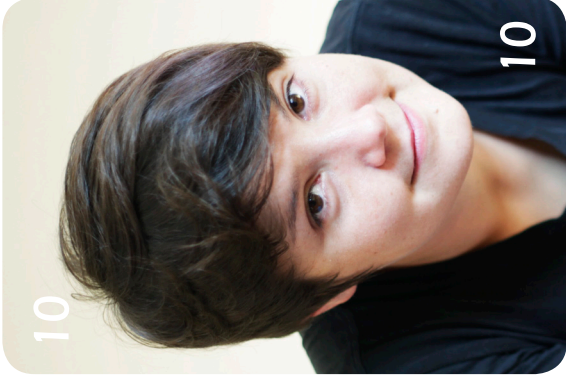
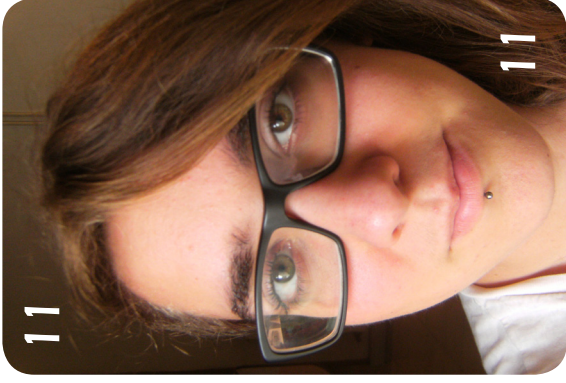
Tips for facilitators

If you are unsure about any of the terms used, look them up before the activity in the glossary on p. 83

| | |
|---|--|
| Sex: female 1 Gender: trans*man Sexual orientation: heterosexual | Sex: female 9 Gender: woman Sexual orientation: lesbian |
| Sex: female 2 Gender: genderfluid Sexual orientation: pansexual | Sex: female 10 Gender: woman Sexual orientation: queer |
| Sex: male 3 Gender: man Sexual orientation: heterosexual | Sex: female 11 Gender: non-binary Sexual orientation: pansexual |
| Sex: female 4 Gender: woman Sexual orientation: queer | Sex: female 12 Gender: non binary Sexual orientation: bisexual |
| Sex: female 5 Gender: transgender Sexual orientation: asexual | Sex: male 13 Gender: fluid Sexual orientation: bisexual |
| Sex: female 6 Gender: genderqueer Sexual orientation: heteroflexible | Sex: female 14 Gender: woman Sexual orientation: heterosexual |
| Sex: male 7 Gender: man Sexual orientation: gay | Sex: male 15 Gender: man Sexual orientation: heterosexual |
| Sex: female 8 Gender: androgynous Sexual orientation: bisexual | Sex: intersex 16 Gender: man Sexual orientation: heterosexual |



Identity and Being



Time Capsule

Age

Duration

Group size

10+

45-60 minutes

8+

Overview

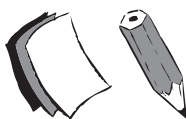
In this activity the participants will collect objects for a time capsule to show people a hundred years from now what the average day of a young person today looked like,

Objective

- To raise awareness of stereotypes

Materials

- Pieces of paper or posters
- Pens and crayons or paint and brushes
- Boxes (one per small group of four or five)



Step-by-step instructions

1. Divide the group into smaller groups of four or five.
2. Send the small groups into different rooms; each group gets their own instructions.
3. Tell the first group to agree on ten objects that describe what life is like for girls or young women today. Tell the second group to agree on ten objects that describe what life is like for children or young people today. Tell both to put these objects (the real things or drawn on paper) in a box. This box will be buried somewhere and opened in one hundred years from now, so that people in the future can learn about the daily life of today. If there are more than two groups you can give them the same instruction or add what life is like for a young man or boys today. Use girl and children for younger groups and young women/girls/young people for older ones.
4. After 20 minutes, come back together. Ask each group to share their result and why they decided on these objects.
5. If you want, you can bury the boxes together.

Debriefing

- How was this exercise for you?
- What are the differences between the boxes for young people/children in general and young women/girls? Why?
- Do you think these differences between the lives of a girl and a boy today actually exist? What are they? And where do they come from?
- Do you think the differences in their lives will still exist in 100 years from now? How do you think the objects you'd put in would be different in one hundred years?

Tips for facilitators

It's very important that you debrief carefully so as not to reinforce stereotype but to question them instead.

Love and Music

Age

6-12

Duration

60-90 minutes

Group size

5+

Overview

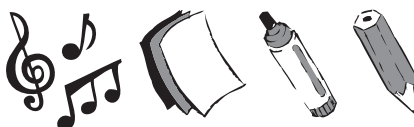
In this activity, children explore different types of love relationships through music and dance.

Objectives

- To explore how love relationships are portrayed in popular music
- To consider what kinds of relationships exist and who can love whom
- To enjoy making music together

Materials

- Music player with speakers
- Songs about love from the charts and their lyrics (preferably in the language spoken by all members of the group)
- Space to dance, preferably different rooms
- Optional: A projector to show the lyrics
- Flipchart paper and pens



Step-by-step instructions

1. Play love songs from the charts to the group. The group can either sit and listen or dance if they feel like being energetic.
2. After you have played each one, discuss:
 - What gender does the person singing in the song identify with or is it a group? (are they a man/woman/other/group of people)?
 - Who are they singing to/about?
 - What is the message of the song?
3. Take notes of their answers on a flipchart. It will be helpful to project the song lyrics onto a wall.
4. Divide the children into smaller groups. Each group should write a song about different kinds of love. Suggest they pick the tune of an existing song and just write new lyrics.
5. If some in your group like to dance, suggest that they create a dance to go with their new song.
6. Perform the songs to each other.

Debriefing

- What kinds of relationships did we hear about in the first songs?
- Are there any other kinds of relationships that you know about?
- Why do you think most songs are about love between a man and a woman?
- Do you know of any songs about other kinds of relationships?
- Can anyone love anyone?

Tips for facilitators

You can also ask the group to bring their own songs or give some same-sex love song examples (a Google search will help you). You can also show the videos of some songs and discuss what they are trying to show.

With all the songs and videos used make sure you have read the lyrics or watch the clip and made sure they are age-appropriate for the group you are working with.

If you want to discuss a song which is in a different language, you can translate it beforehand and show the lyrics in both languages on a screen.

Family under Construction

Age
Duration
Group size

6-12
60 minutes
5+

Overview

This activity gives the participants the possibility to talk about their families and to reflect on what makes a family.

Objectives

- To raise awareness about different kinds of families
- To consider the idea that families do not need to be related by blood

Materials

- Modelling clay or paper and crayons/ coloured pencils/ pens
- Flipchart paper and markers
- Copies of the family pictures (see appendix)



Step-by-step instructions

1. Split the participants into groups of around four. Each group has modelling clay or enough paper and crayons/ pencils/pens for each person.
2. Ask the children to make or draw their families. They should put themselves in the middle of the paper and position their family members around them, close or far away depending on how close they feel they are to each of them. They should also explain what roles each of their family members fulfil in their lives and in the family as a whole (e.g. one family member is mainly responsible for cooking and is the person they have most fun with, another is the person who they turn to if they need to talk and another is the one who helps them with homework and takes them to school).
3. The children should share what their family looks like in the small group and display their family on the wall/ table. You will probably need one adult per group to help facilitate.

Debriefing 1

- What are the differences between your families? What are the similarities?
 - What are families for? (Note their answers on a flipchart.)
4. Go back into small groups (or pairs) and give each group one of the pictures (see appendix). In their group or pair they should decide whether the people in this picture are a family.
 5. Come back together and ask participants for their decisions.

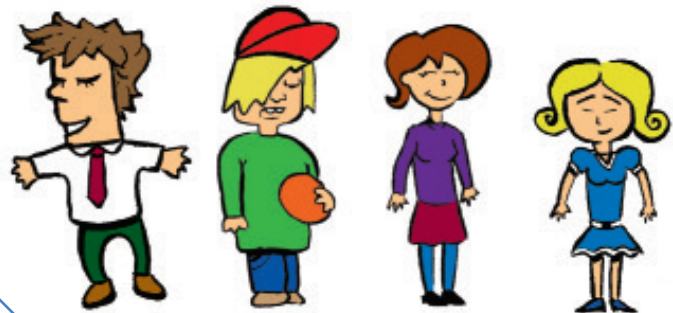
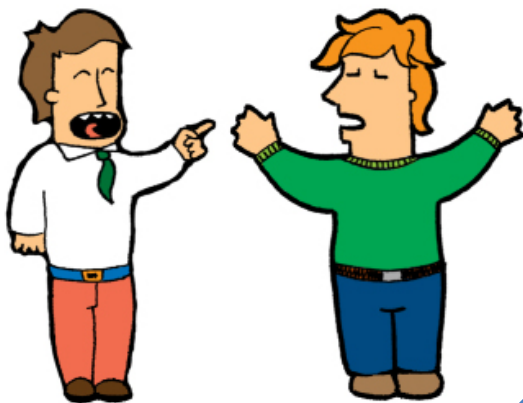
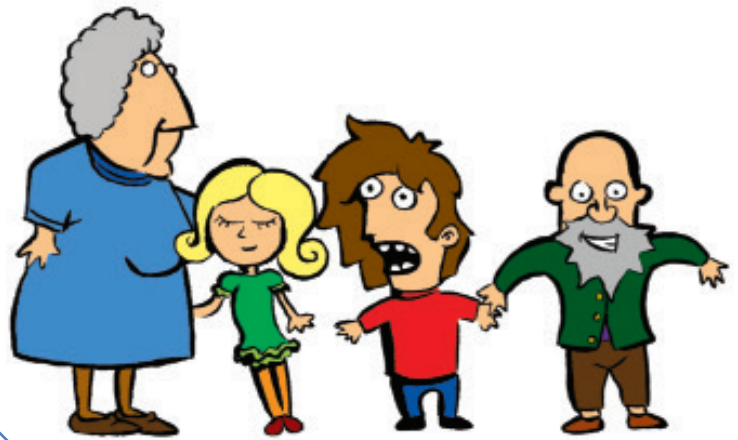
Debriefing 2

- Why did you decide that this is a family/is not a family?
- Can people who are not related by blood be a family? Why (not)?
- What is a family?

Explain that a family does not have to consist only of father, mother and their children; this is a 'nuclear family'. A family can also be a group of people who share the same values and are committed to each other over a long period, or a group of people living together. There are many different forms of family.

Families and Relationships

Appendix: Families



Couples' Collection

Age

8-12

Duration

60 minutes

Group size

5+

Overview

This activity encourages the group to look at the way print media portrays gender and sexuality and explores different forms of relationships.

Objectives

- To reflect on images of sexuality in the media
- To raise awareness that there are different types of relationships
- To reflect on sexism and heteronormativity and think of ways to combat it

Materials

- Flipchart paper (one piece per pair/group plus at least two extra pieces)
- Old magazines (at least one for each pair or group of participants)
- A4 paper, pens (one per person) and glue



Step-by-step instructions

1. Divide the group into pairs or groups of three giving each group a piece of flipchart paper, a magazine and pens. Ask them to go through the magazines. They should cut out images of people (as many as they like).
2. After they have cut them out, ask them to stick people they think are 'masculine' on one side of the flipchart paper and 'feminine' on the other. After 20 minutes, come back together and look at the collages.

Masculine: Having characteristics or appearance that are usually associated with being male.

Feminine: Having characteristics or appearance that are usually associated with being female.

Debriefing 1

- What is the difference between the way men and women are pictured in the magazines?
 - When men and women are shown to be different in magazines, are they also treated differently?
 - What is sexism? (Note their answer on a flipchart)
 - Can you see sexism in the images?
 - Where else does sexism happen? Have you seen sexism in your life? Who is mostly affected by sexism?
 - How do you feel when you see or experience sexism?
 - What can we do to change the situation? Note their ideas on a flipchart.
3. Ask participants to go back into their groups. They should now give each image a partner from any of the other cut-outs by drawing a line between them. On this line they should write what kind of relationship each pair could have to each other (friend, girl/boyfriend, partner, family member, colleague, class-mate, etc.).
 4. Ask the participants to present their choices back to the group, making note of if the relationships they have as signed were same sex or opposite sex and what kind of relationship they had decided on for each pair.

Debriefing 2

- Why did you assume that men/ women would be in a loving relationship and not two women or two men?
- Do you know of anyone who is friends with someone of the same gender, in a loving relationship with someone of the same gender or living with someone of the same gender?
- What kinds of relationships do you see on TV? Does this reflect the kinds of people you know? Why not?

Relationship Memory Game

Age

Duration

Group size

6+

30-45 minutes

5-16

Overview

Pictures in games and media usually only show heterosexual couples. This memory game presents a variety of couples to raise awareness that there are many different types of relationships.

Objectives

- To introduce different kinds of couples
- To raise awareness that relationships between people of the same gender or different genders can be romantic relationships

Materials

- Copy the memory cards so they are double-sided (so that each card has a face on one side and a symbol on the other) and cut them out.
- Split the group if it is too large and make several copies, or play in pairs.

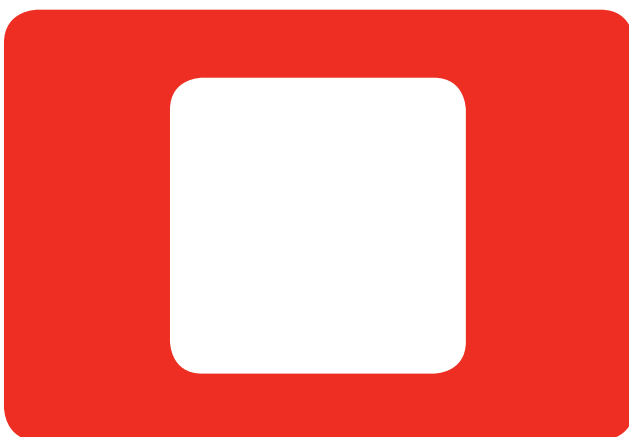
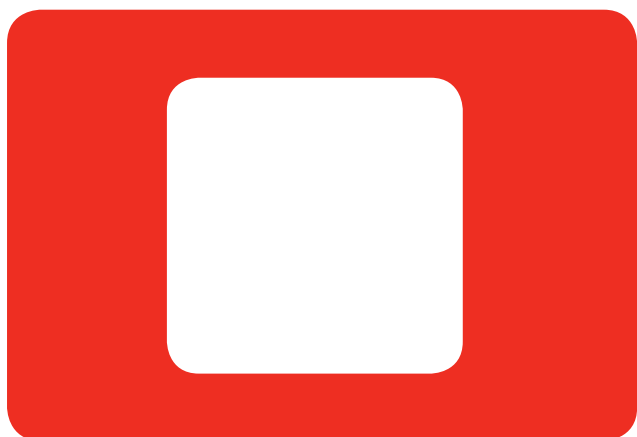
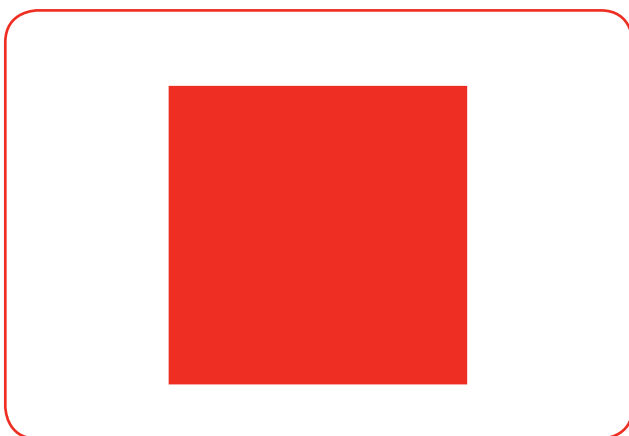
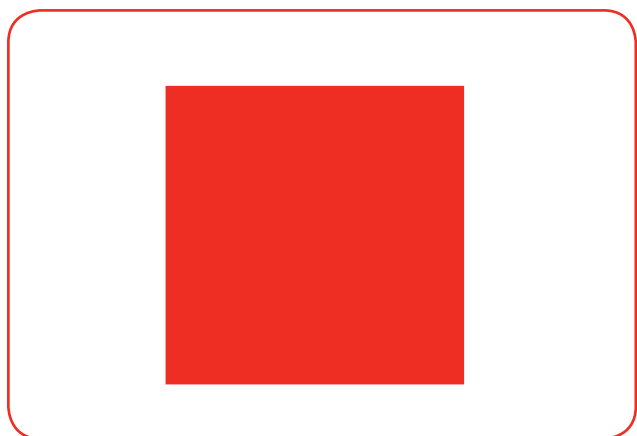
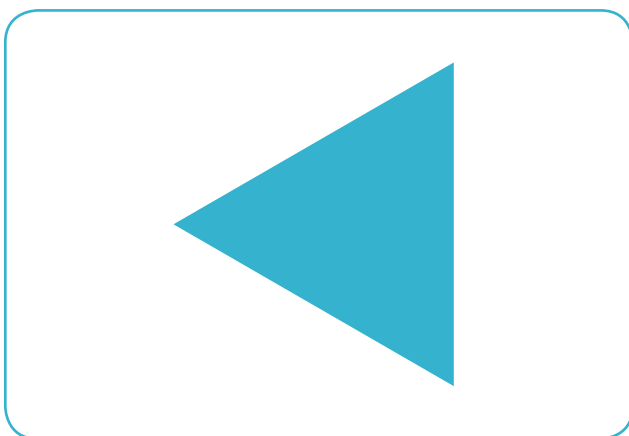
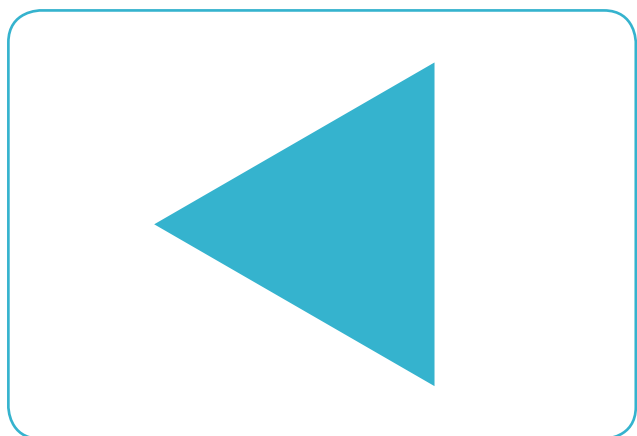
Step-by-step instructions

1. Lay the pictures on the table or floor with the people facing upwards and the symbols hidden.
2. Each turn, a player chooses two people who they think might be in love with each other and turns over the cards so that the symbols are facing upwards (one at a time).
3. If the symbols and colours underneath match, the player keeps the cards. This means that the two people shown on these two cards are in love with each other. If they successfully match a pair, the player gets to take another turn.
4. When a player turns over two cards that do not match, those cards are turned symbol down again and it is the next player's turn. The game continues until all cards have been collected.
5. When the memory game is over, ask how many couples each participant has collected. If they are distributed very unequally, ask them to share them equally among all.
6. In pairs, ask them to choose their favourite couple among their matched cards and imagine this couple's life. Ask them to answer the following questions together and draw or write the couple's story:
 - How did the two people meet? (Through friends? An organisation? Work/ school?)
 - Where do they live? In what kind of house/ flat? In the city or in the countryside?
 - Do the people work? If so, what kind of work do you imagine them doing?
 - What do they like to do together? Do they have hobbies? Do they do sports?
 - Do they have children? Pets? Who are their friends?
 - Where do they like to go on holiday?

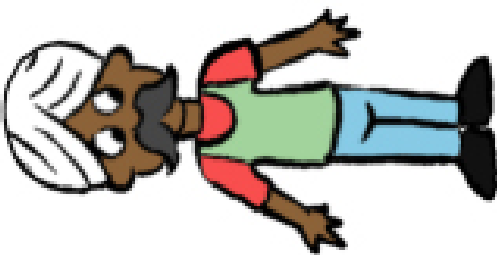
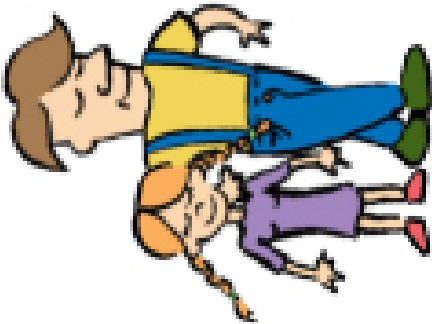
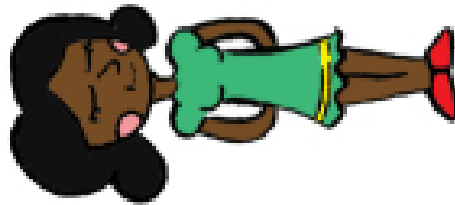
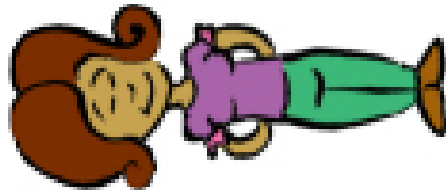
Debriefing

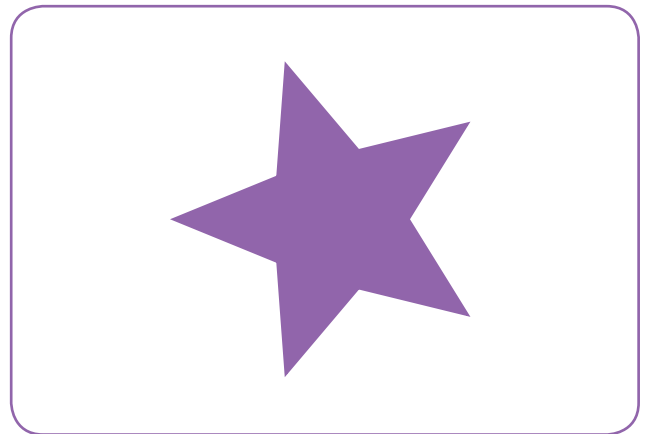
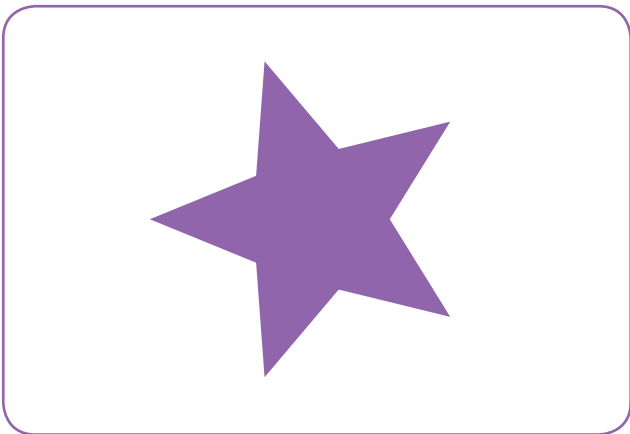
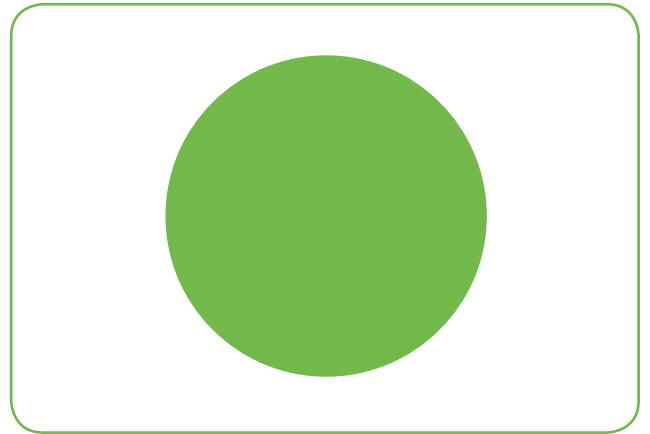
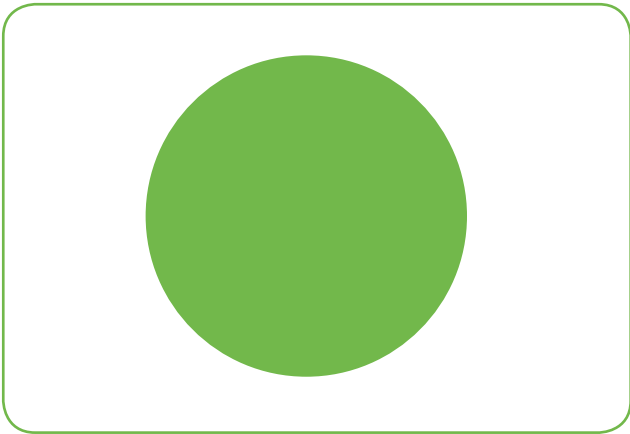
- How did you choose your favourite couple? Why do you like them most?
- Are there differences between what you imagined for different couples? Why?
- Are there differences between the lives of male and female only couples and mixed couples? Why?
- What are the differences?
- Can male or female only couples have children?

Tell the group about different same sex and mixed sex couples you know, and how all couples are different, but that they all have in common that they love each other and also argue with each other, from time to time.

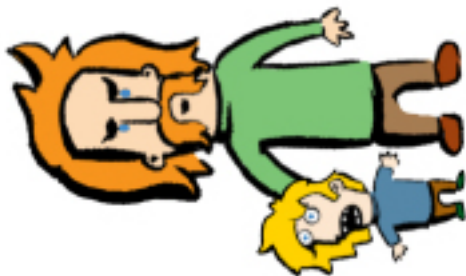


Families and Relationships





Families and Relationships



Rainbow Street

Age
Duration
Group size

8+
30
Any

Overview

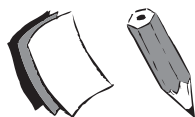
In this riddle the children have to find out who lives on Rainbow Street. It introduces different types of families.

Objectives

- To introduce different types of families
- To reflect on differences and similarities between families

Materials

- Copies of the riddle for each pair (appendix)
- Paper and crayons



Step-by-step instructions

1. Distribute the riddle to pairs of participants. Ask them to find out who lives in which house with the help of the clues below the picture.
2. After 15 minutes or when most pairs are finished, ask for the solution. Give the right answer if no one has got it right.

Debriefing

- What are the differences between these families?
- Is there anything good or bad about families being different?
- In which of these families would you like to live? Why?

Make clear that all families are different and that everyone prefers to live in different settings. It doesn't matter if someone lives with two fathers, or one grandfather, or two mothers, or one father and one mother, or without their birth parents, but with other adults and with children who are not their biological siblings – they can all care for them, or be too strict, or be very funny, or very different from themselves.

3. Ask the participants to draw their own homes and the people they live with. All pictures are put on the wall, symbolising a long Rainbow Street. Everyone can shortly present their picture.

Solution: Who lives with whom?

- 1st house: Paul, Lloyd, Andy, Anna
- 2nd house: Tim, Nadja
- 3rd house: Simon, Sarah
- 4th house: Martina, Tom, Carly

Families and Relationships

Appendix: Riddle



| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

There are 11 people living on Rainbow Street:

Sarah, Carly, Tom, Anna, Paul, Lloyd, Martina, Nadja, Simon, Tim, Andy

- **Andy** has one sibling and two parents.
- **Tim** has one cat and is the oldest person in the street.
- **Simon** has a big garden.
- **Carly** is 5 and lives with two other people.
- **Nadja** lives with her grandparent.
- There are 4 people in the house with a dog.
- **Tom** does not work and stays at home with his child.
- **Sarah** does not have any children or animals and does not need a car.
- **Martina** works outside the house and needs a car.
- **Carly's** father is a stay-at-home dad.
- **Paul** and **Lloyd** have two children.
- **Anna** has one sibling.

No Means No

Age

Duration

Group size

8-15

30 minutes

6+

Overview

Participants learn to define their own personal space and to recognise other people's personal space.

Objectives

- To raise awareness of one's own and other people's personal boundaries
- To learn how to recognise sexual harassment
- To practice how to say 'no' to unwanted physical contact

Materials

- Tape, chalk or string



Step-by-step instructions

1. Ask the group to stand in two lines facing each other (each person needs to be facing another person).
2. Ask one of the lines to start walking towards the other. Each individual in the other line says 'stop' when they think the person approaching them is close enough or when they stop feeling comfortable. Make it clear that this is not a competition. Everyone needs to decide for themselves how close they let the second person come towards them.
3. After everybody has stopped, ask everyone to take a look around to see where everyone is standing, then go back to the lines.
4. Repeat the exercise with those in the other side walking forward.
5. Ask everyone to find a space in the room and to mark the area around them (with chalk, tape or string) that they do not want other people to cross: how close can people come towards them? Explain that this is their personal space.

Debriefing

- Why do people have different personal spaces?
 - Is your personal space different for different people?
 - What don't you want other people to do in relation to your body (e.g. hug you, kiss you, touch your shoulder...)?
 - How can you notice if someone is feeling uncomfortable?
 - Can words also make people feel uncomfortable? How?
 - What can we do to make others respect our personal space?
6. Ask everyone to come back together in a circle and say 'No' to the person on their right one after the other, verbally or using body language, but without using the word 'No'. This is to show that there are many ways of saying no without using that word alone. However someone expresses a 'No', it should always be respected.

Tips for facilitators

Explain that sexual harassment is always defined by the victim, not by the person harassing. Point out the necessity to be aware of different personal boundaries and the need to respect them. This method should only be used in groups who know each other already and feel comfortable with each other.

Sexual harassment: any unwanted sexual advance, request for sexual favours, or verbal or physical behaviour of a sexual nature that alarms or annoys someone, interferes with someone's privacy or creates an intimidating or hostile environment.

The Underwear Rule

You can introduce children to the 'PANTS' rules that will help them to see when someone violates their personal space.

- 1. Privates are private.** Parts of your body covered by underwear are private. No one should ask to see or touch them.
- 2. Always remember:** Your body belongs to you. No one should make you do things that make you feel embarrassed or uncomfortable.
- 3. No means no.** You have the right to say no, even to a family member or someone you love.
- 4. Talk about secrets that upset you.** Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust.
- 5. Speak up, someone can help.** Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help.

This is taken from NSPCC Childline (www.nspcc.org.uk)

Discrimination and Bullying

Rules of the Game

Age

6+

Duration

45 minutes

Group size

10+

Overview

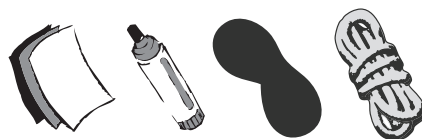
The group explores discrimination and possible strategies to tackle it through playing an active game and inventing new rules to make it fairer.

Objectives

- To consider whether or not individuals benefit from being a certain gender
- To explore strategies to tackle discrimination and to overcome gender inequality

Materials

- Flipchart paper, markers
- Blindfolds
- String/ties



Step-by-step instructions

1. Play an adapted version of 'catch' with the group. One person is the catcher: they should run around and try to catch the others. When someone is caught, they should stand still with their arms and legs held out. In order to be released, someone must crawl between the legs of the person stuck. In the game, give different people physical disadvantages (blindfold some, tie several people together, tie people's arms behind their backs – but not the catcher). Give approximately half of the group these disadvantages.
2. Bring the group together again and discuss with them:
 - Was the game fair?
 - Did everyone have an equal chance to run away?
3. Explain that you want to make the game fairer. They cannot remove the physical disadvantages but they can invent rules to make it fairer for everyone. Ask the group to decide on new rules and write them on a flipchart.
4. Play the game again with the new rules.

Debriefing

- Did the new rules work?
- Was the game fairer the second time around?
- Where in life do you see unfair rules?
- Are there the same rules for girls and boys/ women and men in life?
- What could you change in life to compensate for the disadvantages some people face because they are different?
- Is it a good idea to 'change the rules' in life to make people more equal?
- What rules in society do you think should be changed to have a more equal society?
- How can these rules be changed to have a more equal society?

Discrimination and Bullying

Piece of Cake

Age

8+

Duration

45-60 minutes

Group size

10-25

Overview

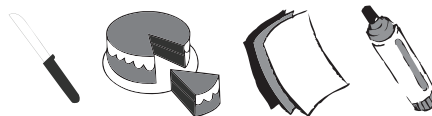
The group has to decide how to divide up a cake in an equal way, by deciding who 'deserves' to get cake.

Objectives

- To explain the concept of equality and differences between equality of opportunity, equality of process and equality of outcome
- To encourage the children to think about how resources can be divided
- To explore measures that could be taken to increase equality

Materials

- Two small round cakes for cutting (no single cake should be enough for everyone to have a good-sized piece). If possible, choose fancy cakes, so they are special to the children.
- A knife to cut the cake
- Flipchart paper and marker



Setting

- Write the different equality definitions on a piece of flipchart paper (see box below)

Step-by-step instructions

1. Get out a cake during a moment in an activity and say that people can help themselves. This is best achieved when not all people are present, for example during a break when some people are out of the room. Make sure that the cake is too small for everyone to have a piece. Let people have as much as they want without regulation. The effect is also much stronger if people are a bit hungry and have not just eaten.
2. Bring the whole group together and explain that some people have had cake and others have not, but that everyone had the opportunity to have as much cake as they wanted.
3. Ask the following questions:
 - Did everyone know about the cake?
 - Did everyone get what they wanted?
 - Was just letting you take as much as you could, the fairest way to distribute the cake?
4. Explain that this cake was divided by the 'equality of opportunity'. No one was prevented from taking cake; everyone had the opportunity to help themselves.
5. Present another cake and say that you are going to divide the cake up equally for everyone in the room. Just before you start cutting the cake, ask:
 - Is it fair that those who have already had cake have another slice?
 - What is a fair way to divide the cake when some people have already had something?
6. Explain that if you give everyone an equal slice of the second cake, not thinking about what people have had before, then this is 'equality of process' that gives everyone an equal amount of cake but doesn't think about where people started.

7. The group should now think of an alternative way of distributing the cake. If the amount of cake varies depending on what people have had before, explain that this is the 'equality of outcome', which makes sure everyone receives the same in the end depending on the needs and starting point of everyone. Distribute the second cake.
8. Sit the group in a circle. Explain again the different kinds of equality (write the different concepts on a flipchart).

Equality of opportunity: this gives everyone the same opportunity but doesn't look at where people started, where people end up or the process (the cake was left in the room, people took what they wanted). It doesn't take into account any disadvantages anyone might have (like being out of the room) and puts people in direct competition with each other (by not setting limits)

Equality of process: this always gives everyone the same, without consideration of where people started. This means the outcome might not be equal distribution because some people start off with more or less than others (dividing the second cake equally, even though some have already had cake).

Equality of outcome and need: this makes sure that everyone has the same outcome depending on the need and starting point of everyone (deciding how much cake each person gets, based on what they had before).

Debriefing

- What kind of equality is fairer?
- Where do you see the different forms of equality in real life?
- Can you think of another system that would be fairer?
- Do you know examples of distribution of resources from school or the wider world that you think are unfair or fair?

Tips for facilitators

While this exercise may touch on strategies to tackle discrimination such as 'affirmative action' (sometimes known as 'positive discrimination'), it is often counterproductive to introduce these terms. Instead try to encourage the children to use their own terms rather than replicating debates in wider society before the concepts themselves have been explored.

When the participants have understood the concept, you can lead the discussion further towards gender and sexual equality by asking for example; 'what kind of measures are needed to ensure equality between genders or people with different sexualities?'

Discrimination and Bullying

Guess the Job

Age

8-12

Duration

45 minutes

Group size

6-20

Overview

The group plays a game of 'taboo' to explore gender stereotypes and economic discrimination in the workplace.

Objectives

- To reflect on gender stereotypes linked to professions
- To explore equality at work, particularly differences between salaries of men and women

Materials

- Copied and cut out job cards (appendix). If you translate this game, write both the male and the female versions of the profession onto each card.
- A score board (blackboard, whiteboard or flipchart to record the team scores)



Step-by-step instructions

1. Divide the children into two groups. Make sure that there is a good mixture of genders in each team.
2. Explain to the group that they will play an adapted version of 'taboo': give one person in the first team one of the job cards. Ask them to explain to their group the person on the card without using the name of the profession. Their team has to guess the job. They have one chance to guess. If they guess incorrectly, the other team has a chance to guess. The team that guesses correctly gets one point and can take another card.
3. After each round place the card in a 'women' or 'men' pile depending on which gender the team assumed the person to be by using 'he' or 'she' in their explanation, but without making this obvious to the group.
4. Discuss with the group:
 - Which jobs were assumed to be done by men and which by women? (Reveal to the group for which jobs they used 'he' and 'she'.)
 - Why is there a difference between 'male' and 'female' jobs?
 - Do you know people who have a job that is usually seen as 'for another gender'?
 - Are they good at their job?
 - Are there jobs that only men can do or only women can do?
5. Explain that one end of the room represents 'well paid' and the other 'low paid'. Ask them to put all the job cards on the floor according to how much they estimate people get paid in these jobs.

Debriefing

- Which jobs lie at which end of the line?
- Is there a difference between 'typical male' and 'typical female' jobs? Is this fair?
- Who is advantaged in this comparison? Why could this be? How would it be fairer?

Appendix: Job cards

| | |
|----------------------|-----------------------------------|
| Doctor | Fire fighter |
| Nurse | Banker |
| Kindergarten teacher | University professor |
| Street cleaner | Office cleaner |
| Bus driver | Shop keeper |
| Accountant | Lawyer |
| Chief executive | Carer in an elderly people's home |
| Receptionist | Secretary |
| Ski instructor | Pilot |
| Maths teacher | Social worker |
| Scientist | |

Take a Step Forward

Age
Duration
Group size

10+
60 minutes
10-20

Overview

Children imagine being someone else and reflect on inequality as a source of discrimination and exclusion

Objectives

- To promote empathy and solidarity with others
- To raise awareness of inequalities and their effect on people's lives and opportunities
- To raise awareness of intersectionality

Preparation

- Adapt the roles (appendix 1) and situations (appendix 2) to your group. Make a role card for every child.
- Copy the sheet of roles, cut out the cards and fold them over.

Step-by-step instructions

1. Introduce the activity by asking the participants if they have ever imagined being someone else. Ask for examples. Explain that in this activity they will also imagine that they are someone else, another child who may be quite different from themselves.
2. Explain that everyone will take a slip of paper with their new identity. They should read it silently and not let anyone know who they are. If someone doesn't understand something, they should raise their hand and wait for the facilitator to come and explain.
3. Discourage questions at this point. Explain that if they don't know much about a person like this, they should just use their imagination. To help children get into their roles, ask them to do a few specific things to make the role seem real to them. For example:
 - Give yourself a name and make a name tag.
 - Draw a picture of yourself.
 - Draw a picture of your house or room.
 - Walk around the room pretending to be this person.
4. To further enhance their imagination, play some quiet music and ask the children to sit down and close their eyes and imagine in silence as you read out a few questions such as these:
 - Where were you born? What was it like when you were little?
 - What was your family like when you were little? What is different now?
 - How is your everyday life? Where do you live?
 - What do you do in the mornings, afternoons, evenings?
 - What kind of games do you like to play? Who are your friends?
 - What sort of work do your parents do? Do they earn a lot of money?
 - What makes you happy? What are you afraid of?
5. Ask the children to remain absolutely silent as they line up beside each other, as if on a starting line. When they have lined up, explain that you are going to describe some things that might happen to a child. If the statement would be true for the person they are imagining themselves to be, then they should take a step forward. Otherwise they should not move.

6. Read out the situations one at a time. Pause between each statement to allow the children time to step forward. Invite them to look around to see where others are.
7. At the end of the activity, invite everyone to sit down in their final position. Ask each participant in turn to describe their assigned role. After the children have identified themselves, ask them to observe where they are at the end of the activity.
8. Before beginning the debriefing questions, make a clear ending to the role-play. Ask the children to stand up and pretend to open the zipper of a big overall which symbolises their role. They then step out of the overall and pretend to throw the overall away from them to show that they have stepped out of the role. In this way, you conclude the activity and ensure that the children don't stay caught up in their roles.

Debriefing

- What happened in the activity?
- How easy or difficult was it to play your role?
- How did you imagine the person you were playing? Do you know anyone like that?
- How did you feel, imagining yourself as that person? Was it a person like you at all?
- How do you know about people like the person you represented? Through personal experience or other sources of information? What kind of image do these sources portray of the person?
- How did you feel stepping forward - or not stepping forward?
- If you stepped forward often, when did you begin to notice that others were not moving as fast as you were?
- Did you feel that something was unfair?
- What was it that made you not step forward? Was it one particular thing, or a mix of your characteristics?
- What gives people in our community more opportunities than others? Or fewer opportunities?

Tips for facilitators

- You can make your own role cards. Those offered here are meant to serve as examples. The closer your role cards reflect the world in which your participants' live, the more they will learn from the activity.
- Because you cannot always be aware of everyone's personal situation, a participant may be disturbed or emotionally caught up in one of the roles. You need to be very sensitive in this exercise, and to pay particular attention to children who get upset by the role afterwards or who display unusual behaviour. In this case, try to speak to the child individually.
- Make sure everyone gets a chance to speak during the debriefing. This activity can call up strong emotions, and the more the children can express themselves and their feelings, the more sense they will make of the topic and their feelings.

This activity is an adapted version of 'Take a Step Forward' in "Compasito: Manual on human rights education for children", published by the Directorate of Youth and Sport of the Council of Europe, November 2007

Intersectionality is the interconnected nature of social categorizations such as ethnicity, class, and gender regarded as creating multiple and interdependent discrimination or disadvantage.

Discrimination and Bullying

You are eight. You and your two brothers live in a nice house with a big garden and a swimming pool. Your father is the manager of a bank in your town. Your mother takes care of the house and family.

You are a Roma child of twelve. You live at the edge of a small village in a small house without a bathroom. You have six siblings.

You are thirteen, the oldest of six children. Your father drives a truck and is away a lot, and your mother is a waitress who often has to work at night. You have to babysit a lot.

You and your parents came to this country to find safety from the war going on in your home country in Africa. You are now eleven and have been here for three years, since you were nine. You don't know when you can go home again.

You are eleven. You have lived with different foster parents since you were a small child because your parents couldn't take care of you. Your foster parents are nice. Four other foster children live in the same small house as you.

You are eleven years old. You live in a village in the country with your parents and a younger sister. Your parents run a bakery. You are often teased because you are rather overweight.

You and your older sister are very talented at mathematics, physics, languages, and in fact, most things at school. Your parents are university professors. They send you to special courses and training camps all the time to prepare for competitions.

You are nine years old and have an identical twin. You live in an apartment in the city with your mother, who works in a store. Your father is in prison.

You were born in this town, but your parents moved here from China. They run a restaurant, and you live in the rooms above the restaurant with your sister. You both help in the restaurant after school. You are thirteen.

You are a thirteen year old girl. You have lived in an orphanage since you were a baby. You don't know who your parents are.

You are ten years old. You live in a farmhouse in the country. You are a girl and have two brothers. Your father says that you should help your mother with the cooking and cleaning while your brothers can spend more time on their homework. He says women should only work in the house.

You live alone with your mother in an apartment in the city. Your mother works in a factory. You are very good at music and dancing. Often you feel that you would prefer to be a girl rather than a boy. You like to wear dresses at home. You are nine.

You were born with a disability and have to use a wheelchair. You live in an apartment in the city with your parents and two sisters. Both your parents are teachers. You are twelve.

Your parents got divorced when you were a baby. Now you are twelve. You live with your mother and her boyfriend. At the weekends you visit your father and his new wife and their two small children.

You are eight. You live with your two mothers in a small town out in the country. Both of them work from home. You are the only child in your class who has two mothers.

You are 12. You live in an apartment in the city with your mother. You are really good at football and you prefer to play with boys. Your teachers and your mother say you should be more like a 'real girl'.

You are 13 and a boy. You live with your parents in a nice house with garden close to a big city. You just fell in love for the first time - you have a big crush on an older boy in your school. It feels strange, and you are scared that others will find out that you like boys.

You have a learning disability that makes you two classes behind in school. You are ten and taller than all the other kids, who are only eight. Your parents divorced when you were six and now you live with your father and his boyfriend. They both work so don't have much time to help you with homework.

You are the child of the American ambassador in your country. You go to the international school. You wear thick glasses and stammer a little. You are eleven.

You are ten and you live with your parents and two sisters. Your parents adopted you when you were very little. You don't know your birth parents, as they live in another country. You have a different skin colour from the rest of your family and friends. You are very good at sports.

Appendix 2: Situations

Read the following situations out aloud. After reading out each situation, give the children time to step forward and also to look to see where they are, relative to each other.

You can also make up new situations that fit better to your community.

1. You and your family always have enough money to buy what you need.
2. You live in a decent place with television and internet.
3. You are not teased or excluded because of how you look.
4. The people you live with ask your opinion about major decisions that concern you.
5. You can go to after-school clubs and sports teams.
6. You take extra lessons after school in music and drawing or to help with your homework.
7. You are not afraid of being stopped by the police.
8. You have never been threatened by others because of your parents' background, origin or culture.
9. You have regular medical and dental check-ups, even if you are not sick.
10. You and your family go away on holiday once a year.
11. You can invite friends for sleepovers to your home.
12. When you are older, you can go to university or choose any job or profession you like.
13. When you are older, you will be able to bring home your partner without problems.
14. You usually see people on TV or in films who look and live like you do.
15. You are not afraid of being teased or attacked on the streets, at school or where you live.
16. Your parents and grandparents and even great-grandparents were all born in this country.
17. You feel appreciated for what you can do and encouraged to develop all your abilities.
18. You think you are going to have a happy future when you grow up.

Discrimination and Bullying

This Isn't Funny Anymore

Age
Duration
Group size

6-9 or 10-12 (don't mix the age groups)
75 minutes
up to 30

Overview

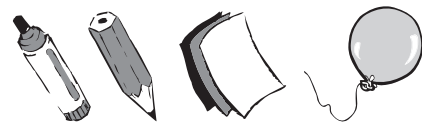
This activity combines a very active treasure hunt and a relay race with reflection about language. It explores how words about gender and sexuality are used in a negative way and how to change this effect.

Objectives

- To reflect on words related to gender and sexuality used to tease others
- To develop an understanding of how words affect people
- To consider why words related to sexual and gender identity are often used in a negative way
- To think about how or why we may want to reclaim negative words

Materials

- Balloons (2 or 3 per child)
- Marker pens, flipchart paper, small pieces of paper (2 or 3 per child)



Step-by-step instructions

1. Ask everyone to think about words or names they have heard used to tease people because of their gender, gender expression or because of their sexuality (e.g. if they are gay or lesbian) whether the person is really gay or not doesn't matter.
2. Ask them to write each word on a different piece of paper. They should not write more than five words.
3. Each child should hide their pieces of paper around the space (if you're in an open space, establish boundaries) and come back together as a circle when they are finished.
4. Tell the group they have to find the pieces of paper hidden by others.
5. Bring the group back together and ask them to read out the words they found. Clarify all the words.
6. When you have gone through all the words, give out balloons, enough for one per word. Ask the children to blow up the balloons and write each word on a different balloon. Explain that you want to destroy the words on the balloons and the negative feelings we get from them.
7. Divide the group into teams with an equal number of balloons in each team. In turn, each member of the team should run to the other side of the space with a balloon held between their legs and sit on the balloon until it pops and then run back, tagging a team mate to run and do the same. The game finishes when all the balloons are popped.
8. Discuss when and why some words have bad meanings. Explain that although it's fun to destroy negative words, it is often simply not possible to do so. Explain that in some situations another approach is needed to change the meaning of words.
9. Ask them now to take one negative word in pairs and change the meaning of it. Try:
 - Changing the context in which the word is used ("He is so cool, such a pansy")
 - Making a word cute by diminutives (Mum - mummy)
10. Let them present their reclaimed words and write them down on a poster.

Debriefing

- Why are people called names?
- Are certain children teased more than others?
- How would you feel being called some of these names?
- How did it feel to change the meanings of words?
- Do you think this would have an impact?
- How could such a change of meaning been done in society?

What Can I Do?

Age

Duration

Group size

10+

90 minutes

10-30

Overview

The children use forum theatre to consider how to respond to bullying based on sexuality or gender.

Objectives

- To raise awareness of different kinds of bullying
- To consider ways victims and bystanders can respond to bullying
- To explore ways people can become an 'ally' to those being bullied

Step-by-step instructions

1. Ask the children to think of situations they have witnessed where someone was bullied because of their gender, gender expression or sexuality or the gender and sexuality others think they have. Divide them into small groups of four or five and ask them to share their examples. They should explain:
 - What happened? Who else was there? How did it make them feel? How did they and others react?
2. Ask the children to decide on one example in which the situation was not resolved (or a mixture of the examples) and prepare a short play of the example they have chosen.
3. Show the short plays to everyone in turn. After each play is finished ask the whole group questions based on the situation:
 - What happened in this situation? Who was bullied? Why?
 - How did you react? How did others react?
 - How did you feel watching the play?
4. Explain that the group will now play their scene again but this time the group as a whole will try to change the situation to make it better. During the play, anyone in the audience can clap to signal that the play must freeze at that point, then the person should get up, tap someone (except the bully) on the shoulder and replace them in the scene.

IMPORTANT! There can be no 'magic solutions'. The bullies cannot suddenly be reasonable people who treat everyone nicely. Therefore the bully cannot be changed. The changes need to be based on real things either the person being bullied or others present could do to make a change.

5. Each time the scene is changed, discuss with the group again:
 - What changed?
 - Do you think this is realistic?
 - Would you feel comfortable doing this in a real life situation?
 - Do you think this would have an impact?
6. When each scene is exhausted or the conflict has been 'resolved', go to the next one (you might not find a 'solution' for every scene).

Debriefing

- How do you feel after the performances?
- Which of the solutions will you use in your everyday life?

Tips for facilitators

- It is useful to do short theatre exercises before this activity, so that the participants get used to acting and feel comfortable taking on different roles (a good resource book on theatre exercises for forum theatre is 'Games for Actors and Non-Actors' by Augusto Boal). Forum Theatre was developed by Augusto Boal and is described in his book "Theatre of the Oppressed" (1979).

Unfairground

Age
Duration
Group Size

10-13
45 min
10-20

Overview

In this activity, the participants will have to construct something together whilst playing the roles of bully, bullied and bystander. After reflecting on the result and their roles, they will define and agree a contract for their group to avoid bullying.

Objectives

- To understand the feelings of those who are bullied, bystanders and the bullies themselves
- To realise that bullying harms the results of a group as well as the overall atmosphere
- To develop group rules against bullying

Materials

- Role cards copied and cut out (appendix; if you can't copy, you can also whisper them to the actors)
- Pleistocene or other building materials e.g. old cartons, cereal boxes, newspapers, sticks, twigs and things from nature.

Step-by-step instructions

1. Explain that part of the group will have the task to build their dream fairground or playground together, while the other part of the group will observe what happens. The ones who build will not act as themselves, but will receive roles that they must follow.
2. Distribute the role cards and instruct the participants not to share their roles with the others. You should not give the role of bully to people who are known to you as bullies, or the roles of bully victim to people who you know have already experienced bullying.
3. Explain that the observers should watch how the different people interact with each other.
4. Give some time for the builders to read and understand their roles. Then give them the construction materials so they can start constructing their fairground.
5. Explain that they must construct the fairground whilst acting in the roles given to them but there must be no real violence and the facilitator will stop the process if necessary.
6. After 15 minutes, end the construction phase.
7. Ask the builders to stand up, unzip and step out of the big invisible overalls that they were wearing; this is to symbolise them leaving their roles. Then everyone can sit in one circle together.
8. First ask the observers:
 - What happened?
 - How did the builders interact? How did they react to each other?
 - Were there any important moments which stood out?
9. Then ask the builders:
 - What did you do during the 15 minutes?
 - How did you feel?
10. Then ask everyone:
 - What kind of effect did the behaviour of the builders have on the construction project?
 - Are these interactions something you know from real life?
 - Why do you think this happens?

11. As a result of your discussions it should be clear that bullying is harmful to everyone in a group. Explain that because no one wants bullying happening in their group, you propose everyone makes a contract for a 'bullying-free group'. This contract should include guidelines to prevent bullying, and rules on what to do when you see bullying happen.
12. Now the group should come up with rules for the contract. You can either stay in a big group and ask people to shout out their ideas, or first split into small groups. Some could focus on guidelines to prevent bullying and others on what to do if bullying does happen.
13. Note all proposed rules on a flipchart. Discuss all rules and ask for changes and agreement on each of them. Only when all rules are clear and accepted by everyone, they can come forward to sign the contract. You should display it visibly in your room.
14. If you have enough time, the whole group (including the observers) can do the building task again, this time following the rules of their contract to come to a better result.

Appendix: Role cards

1. No matter what happens, you just laugh and try to be funny.
2. You stay on your own and observe without doing or saying anything.
3. You always try to be on the side of the strongest.
4. You get angry when something unfair happens and you try to help.
5. You think you are the strongest and show that all the time.
6. You get aggressive very quickly (only verbally!).
7. You insult others and talk badly about them.
8. You try to isolate people who you think are not as cool as you, so that they are on their own.
9. You are shy and usually do what others tell you to do.
10. You feel lonely and sad.

Discrimination and Bullying

Dani Girl

Age
Duration
Group size

8-12
90 minutes
5-30

Overview

The group listens to a story of bullying and discusses and acts out different strategies to stop it.

Objectives

- To develop empathy towards children being bullied
- To identify possible ways to stop bullying

Materials

- Copies of the situation cards (appendix 2)
- Post-its or small pieces of paper



Step-by-step instructions

1. Read out the story 'Dani Girl' or read it together (see appendix 1).
2. Discuss:
 - What happens?
 - Do similar things happen in your school?
 - Is it okay when boys don't like 'boys' things or girls don't like 'girls' things? Why (not)?
 - How do you think Daniel feels? What about Valery, Ruth, Fred and Carl?
 - Why do you think Fred and Carl act like that?
 - Why do you think no one except Ruth says something to them?
3. Form small groups and give each one a situation card, describing a possible 'solution' to the story. Give the groups some time to read the solution. They should think about what would happen if they used this strategy and if it would help Daniel. Then they need to prepare a short play to present to the others which shows their solution.
4. Show the plays in turn. After each, discuss:
 - What happened here? What was the solution?
 - Do you think this would really help?
 - Can you imagine doing this?

Debriefing

- Which strategy would you feel most comfortable using?
 - Often other people in the group don't even realise that someone is being bullied. How can you make sure that you see when bullying is happening?
 - Do you have other solutions to stop bullying?
 - How can you ensure that everyone can do what they like, no matter if it is typical for boys or typical for girls?
5. End the activity with asking everyone to write a message to one of the people in the story on a post-it note. The messages should be formulated positively! Ask the participants to put them on a wall and those who want to can read out their message.

Tips for facilitators

When using this activity, you should be careful about possible cases of bullying in your group. It is essential that you have a positive group atmosphere beforehand, where the children feel safe. Reading the story can bring up intense memories in the participants. If you know about a child in your group being bullied, now or in the past, you can talk with them beforehand to explain what you are going to do and ask if it is okay for the child to discuss this. You should also make it clear that the children should only share what they feel comfortable sharing and that they can step out of the activity as soon as they feel it is getting too much.

Appendix 1: Dani Girl

'I hate football!' Daniel complained to his mother. It was the first day of school after the summer holidays, and Daniel's parents tried to convince him to join the football team so he would become stronger. Daniel really hated it – he wasn't a very good runner and was scared to get hit in the face by the hard football. He would much rather spend the afternoons with his friends Valery and Ruth, who he had known since he was three years old. Together, Daniel, Valery and Ruth liked to go to the nearby woods to explore the plants and insects living there and play games. They loved taking on different roles, pretending that the wood was a kingdom and they were the kings and queens of it. Daniel also liked staying at home and reading, and if he had to join a sports team, he would have joined the gymnastics team that Valery went to. She seemed to have a really good time there.

But this afternoon, Daniel's mother dragged him to the football field. 'You have to try it at least once!' she had told him. 'If you don't like it, you don't have to go next week'. So Daniel went along, feeling sorry for himself... As he had expected, he really hated football and wasn't very good at it. After 30 minutes he sat down on the grass, almost crying out of frustration. Suddenly, Carl and Fred stood in front of him. Carl and Fred were the loud ones in Daniel's class, the leaders, making fun of everything and teasing everyone they didn't like. Seeing them, looking even more tall than usual from this perspective, made Daniel even more scared and frustrated. 'Hey, Dani girly! Why don't you go play dolls with your girlfriends?' Carl was mocking him. Daniel said nothing. 'Hey everyone, Dan finally tried to become a man', Fred shouted out to the rest of the boys. Daniel was on the verge of tears. But that would have made things worse. So he just kept silent, not looking at the two boys.

The next day in school, when Daniel came into the classroom, Fred was already there. 'Heeey, girly!' Fred laughed loudly. Daniel heard everyone else giggling. Of course, whatever Fred did, his friends agreed. When the history teacher asked Daniel to read something out, Carl was whispering behind him: 'Dani-girl, Dani-girl...' Fred giggled. The teacher didn't say anything. Carl was the best in class, and the teachers loved him. Of course they would never say anything...

In the next lesson, someone passed a slip of paper to Daniel with his name on it. Daniel opened it. It read: 'You're not a girl! You're gay!!' Daniel had tears in his eyes. Ruth read the paper and tried to calm Daniel down. 'They're just stupid idiots. Don't listen to them. Just ignore what they're saying'. Valery looked scared. In the break, things got worse. A whole group of boys surrounded Daniel while he was having his lunch with Valery and Ruth and a few other girls. 'Faggot', someone shouted out. Some other boys were making kissing sounds. Carl kicked Daniel's schoolbag. 'Never touch me, okay faggot?' Daniel didn't know what to say. Some of the other girls giggled, some looked away. Ruth had a very angry look on her face. 'Just stop it, okay?' she shouted out. 'Oh shut up, Lesbian!' Fred replied. Lots of giggles again... Then the bell rang. Ruth was furious. 'Let's talk to the teacher' she proposed to her friends. Daniel and Valery were scared. 'The teachers love Carl, they wouldn't believe us', Valery whispered. 'If they find out we talk to the teachers, wouldn't that make everything worse?' Daniel asked.

Discrimination and Bullying

Appendix 2: Situation cards

1. Ruth, Daniel and Valery decide to go to their class teacher and tell the teacher how Daniel is treated by the others. In the next lesson, the teacher tells the whole class that they should stop 'annoying' Daniel or their parents would be called in.
2. In the next break, Ruth gets together with the other girls and tells them how Daniel feels about the bullying. She asks them to support her in showing Fred and Carl that what they do is really stupid and mean.
3. Daniel tells his parents that he feels very sick and needs to stay at home to rest. He hopes that when he comes back to school, everyone will have moved on and talk about something else. His parents let him stay at home for a few days, then Daniel returns to school.
4. The next time Fred and Carl call out 'you're so gay' after Daniel, Daniel turns around and shouts back: 'I'm not gay! You are!!'
5. Daniel goes to the school counsellor and tells them how he feels about Fred and Carl bullying him. The counsellor takes time listening to Daniel and then discusses different options with him, then the counsellor also invites Valery and Ruth to join their meeting and together they plan how to stop the bullying.

Agender

A person without personal alignment with the concepts of either 'man' or 'woman' who see themselves as existing without gender (sometimes also called gender-neutral, neutrois or genderless).

Ally

A person who identifies as straight and/or cisgender who supports and respects members of the LGBT*IQ community.

Androgynous

A gender expression that has elements of both masculinity and femininity.

Asexual

A person who is generally not sexually attracted to other people or chooses not to take part in sexual activity. May be considered as the lack of a sexual orientation or a unique category in itself. Asexuals may still have sex or masturbate. Asexuals can still fall in love.

Asterisk *

Often used in relation to trans* and inter* to refer to the vast variety of different identities of trans* and inter* people.

Binary/ Non-Binary

Binary refers to the assumption that only two genders exist - man and woman. A Non-Binary person is someone who doesn't identify as a man or a woman. They might feel like a mixture of man and woman, somewhere in the middle or something completely different.

Bisexual

A person who is romantically and sexually attracted to men and women.

Bullying

A persistent attempt to hurt or humiliate someone, a repeated action and deliberately hurtful, based on an imbalance of power.

Butch

A person who identifies as masculine. It is sometimes used as a derogatory term for lesbians, but also claimed as an affirmative identity label.

Cisgender

A person who identifies with the gender that corresponds to the sex which was assigned to them at birth (a man being male or a woman being female).

Coming out

The process of recognising and acknowledging one's non-heterosexual or trans* identity and then sharing it with others.

Cross-dressing

Cross-dressers choose to dress in the clothes of another sex e.g. dressing as the perceived 'opposite' sex. Cross-dressing is often an occasional behaviour for recreation, self-expression or sexual fantasy.

Drag

Any clothing associated with one gender role when worn by a person of another gender for performance art. A drag king is someone performing masculinity, by means of dress and mannerism, typically for public performance and entertainment, while a drag queen is someone performing femininity.



Dyke

Referring to a lesbian who presents herself in a masculine way. While often used derogatorily, it is also adopted affirmatively by many lesbians.

Fag(got)

A derogatory term referring to a gay person or someone perceived as gay.

Gay

A person who is romantically and sexually attracted to people of their own gender.

Gender

The behavioural, cultural and psychological traits that are typically associated with one sex.

Gender Identity

How someone perceives their own gender and how they label themselves (e.g. man, woman, trans*...)

Genderqueer

An umbrella term for gender identities other than man and woman, outside the gender binary.

Gender reassignment procedures

Medical procedures that change the body of a person to better match their gender (hormone therapy, hair removal, gender reassignment surgeries).

Heteronormativity

The assumption that heterosexual relations of a man and a woman are normal and preferred, whereas diverging forms of relationships are abnormal and to be disapproved of (e.g. showing only heterosexual couples in advertisements).

Heterosexism

The discrimination of diverging people or forms of relationships on the basis of heteronormativity (e.g. not allowing same sex marriage).

Hetero(sexual)

A person who is romantically and sexually attracted to people of the perceived 'opposite' gender.

Homophobia

Fear or hatred of homosexuality. In a broader sense it shows disapproval of LGBT*IQ people or LGBT*IQ relationships (e.g. someone who feels uncomfortable accepting that someone is gay, lesbian, bisexual or transgender).

Homo(sexual)

A person who is romantically and sexually attracted to people of the same gender.

Identity

How a person thinks of themselves. Their internal self, as opposed to what others observe or think about them. However how someone else sees or labels your identity can affect how you define yourself.

Inter* or intersex

A person with features (hormonal, physical or genetic) that don't (entirely) fit the medical description of male or female. They might feel like a man or a woman or like a non-binary person.

LGBT*IQ

An acronym for lesbian, gay, bisexual, trans*, inter* and queer (or questioning) - often also with an A for Asexual. It is used to represent a wider range of people who are non-heterosexual or who have a non-normative gender identity.

Lesbian

A woman who is romantically and sexually most attracted to other women.

Outing

Publicly revealing the sexuality or gender identity of someone who has chosen not to share it.

Pansexual

A person who is sexually and romantically attracted to people no matter what their gender is. It is about their personality and not about what they have in their pants. The most important thing for pansexual people is to love and care for each other regardless of their sex or gender. In contrast to bisexuality it is not binary, but includes the vast diversity of gender including trans* and inter* people.

Queer

(1) historically, this was a derogatory slang term used to identify LGBT* people; (2) a term that has now been embraced and reclaimed by the LGBT*IQ community as a symbol of pride, representing all individuals who fall out of the gender and sexuality “norms”; (3) a term which rejects identity and definitions altogether.

Questioning

The process of exploring one’s own sexual orientation, investigating influences that may come from their family, religious upbringing, and internal motivations.

Rainbow flag

A flag of six equal horizontal stripes (red, orange, yellow, green, blue and violet) adopted to signify the diversity of the LGBT*IQ community.

**Sex**

It refers to genetic, biological and hormonal characteristics (reproductive organs, hormones and chromosomes), usually described as ‘male’ and ‘female’.

Sexism

Prejudice or discrimination based on one’s sex or gender, usually discriminating females.

Sexual identity/Sexual Orientation

The part of one’s identity that describes the type of sexual and/or romantic attraction someone feels to love and/or have sex with other people, based on their gender. It’s a personal category, so someone is only e.g. homosexual or asexual or heterosexual if they identify as such.

Sexual harassment

Any unwanted sexual advance, request for sexual favours, or verbal or physical behaviour of a sexual nature that alarms or annoys someone, interferes with someone’s privacy or creates an intimidating or hostile environment.

Straight

A person who is romantically and sexually most attracted to people of the perceived ‘opposite’ gender (to the same as heterosexual)

Structural discrimination

Discrimination based on the very way in which our society is organised, meaning that the system itself disadvantages certain groups of people.

Trans*

A wide umbrella term, covering those who transcend traditional boundaries of gender and sex, those who are gender variant and those whose identity does not match the gender assigned at birth.

Transgender

Often used synonymously with trans*. Alternatively, it is also used as an identity in itself. Sometimes individuals who live in a gender role other than the one assigned at birth without engaging in any kind of medical transition will identify as transgender.

Trans Man/Trans Woman

A trans* person who identifies as man/ a trans* person who identifies as a woman.

Transphobia

Discrimination or prejudice towards trans* people based upon them simply being trans* or the expression of their gender identity.

Transsexual

A person who experiences a mismatch of the sex they were born as, and the gender they identify as. Some, but not all, transsexuals undergo medical treatment to match their physical sex and gender identity.

Transvestite

Same as cross-dresser. Most people feel that cross-dresser is the preferred term.

Table of Activities

Identity and Being

| Title | Type of Activity | Duration | Age | Page |
|--------------------------|-------------------------------|----------|--------|------|
| A Genderless Story | Storytelling, drawing | 30 | 6 - 10 | 34 |
| Seeing Beyond Gender | Using gender-neutral language | 30 | 8 - 14 | 36 |
| Who's in the Box? | Giving Compliments | 10 - 20 | 6+ | 37 |
| Dressing up is Cool | Dressing up | 30 - 45 | 6 - 12 | 38 |
| All Different, All Equal | Making masks | 60 - 90 | 6 - 10 | 39 |
| Animal Farm | Looking at pictures | 30 | 6 - 8 | 41 |
| Heroes | Role play, storytelling | 60 | 6 - 10 | 43 |
| Gender Race | Treasure hunt | 30 - 45 | 8 - 10 | 44 |
| Stand in Line | Imagination | 60 - 90 | 8+ | 46 |
| Guess Who | Looking at photos | 45 - 60 | 10+ | 49 |
| Time Capsule | Collecting objects | 45 - 60 | 8 - 12 | 53 |

Families and Relationships

| Title | Type of Activity | Duration | Age | Page |
|---------------------------|------------------------------|----------|--------|------|
| Love and Music | Music, singing and dancing | 60 - 90 | 6+ | 54 |
| Family under Construction | Playing with clay/drawing | 60 - 90 | 6 - 12 | 55 |
| Couple's Collection | Collage making | 60 | 6+ | 57 |
| Relationship Memory Game | Memory game and storytelling | 30 - 45 | 6+ | 58 |
| Rainbow Street | Riddle | 30 | 8+ | 63 |
| No Means No | Interaction and discussion | 30 | 8 - 15 | 65 |

Discrimination and Bullying

| Title | Type of Activity | Duration | Age | Page |
|--------------------------|-------------------------------------|----------|--------------|------|
| Rules of the Game | Running and discussion | 60 | 6 - 12 | 67 |
| Piece of Cake | Eating cake and discussion | 45 - 60 | 6+ | 68 |
| Guess the Job | Taboo game | 45 | 6 - 12 | 70 |
| Take a Step Forward | Imagination | 60 | 10+ | 72 |
| This isn't Funny Anymore | Treasure hunt, discussion and race | 75 | 6-9 or 10-12 | 76 |
| What Can I Do? | Forum Theatre | 90 | 10+ | 77 |
| Unfairground | Playing with Pleistocene, role play | 45 | 10+ | 78 |
| Dani Girl | Reading a story, role play | 90 | 8 - 12 | 80 |